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ABSTRACT

The materials contained in this package are designed to aid Community College of Vermont (CCV) associate degree students in the development and implementation of their own written, individualized, competence-based learning contracts. As development of the contract requires both assessment of prior learning and planning for sponsored learning, the contracting package provides materials to aid the student in achievement of these ends. Included are an orientation package, exercises in values clarification, career exploration, and development of competence statements. Also included are guides to aid the student in development of a plan, validation of competence, and completion of the learning contract. A final checklist for the prospective graduate completes the contract materials package. For the complete CCV report on Student Self-Assessment of Non-Sponsored Learning, see ED 114 154. (JDS)

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CONTRACTING

MATERIALS

Community College of Vermont
P.O. Box 81
Montpelier, Vermont 05602

Fall, 1975

JC 760 442

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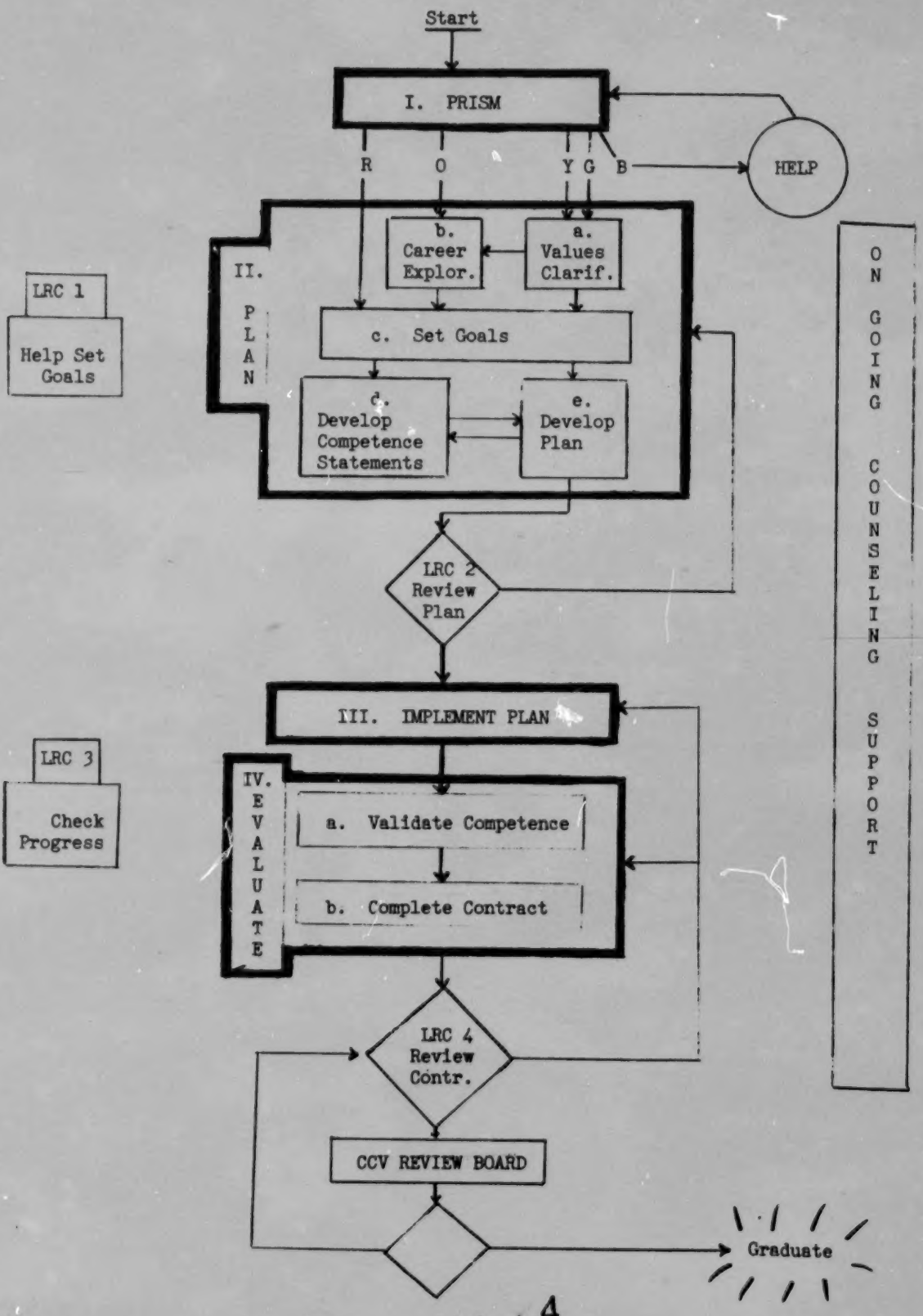
NOTE: The following materials are keyed to the Degree Development Sequence on the following page.

CCV DEGREE DEVELOPMENT SEQUENCE



BASIC ORIENTATION PACKAGE

INSTRUCTIONS FOR BASIC ORIENTATION PACKAGE

The purpose of this section is to provide you with basic information materials for students. All sheets may be duplicated and distributed as the need arises rather than all at once. You might have students keep them together in a special notebook so they will form a complete collection for later reference.

Here is a table of contents:

A_1. The CCV Degree Structure in Brief

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A_{12}. What to expect from your counselor

A_{13}. Your rights and responsibilities

A_{14}. A CCV Credo

A_{15}. Glossary of CCV terms

Most of these materials provide only a broad overview for someone who simply needs to know "what it's all about". As more specific helps are needed, the later sections of the notebook will come to the fore.

THE CCV DEGREE STRUCTURE IN BRIEF

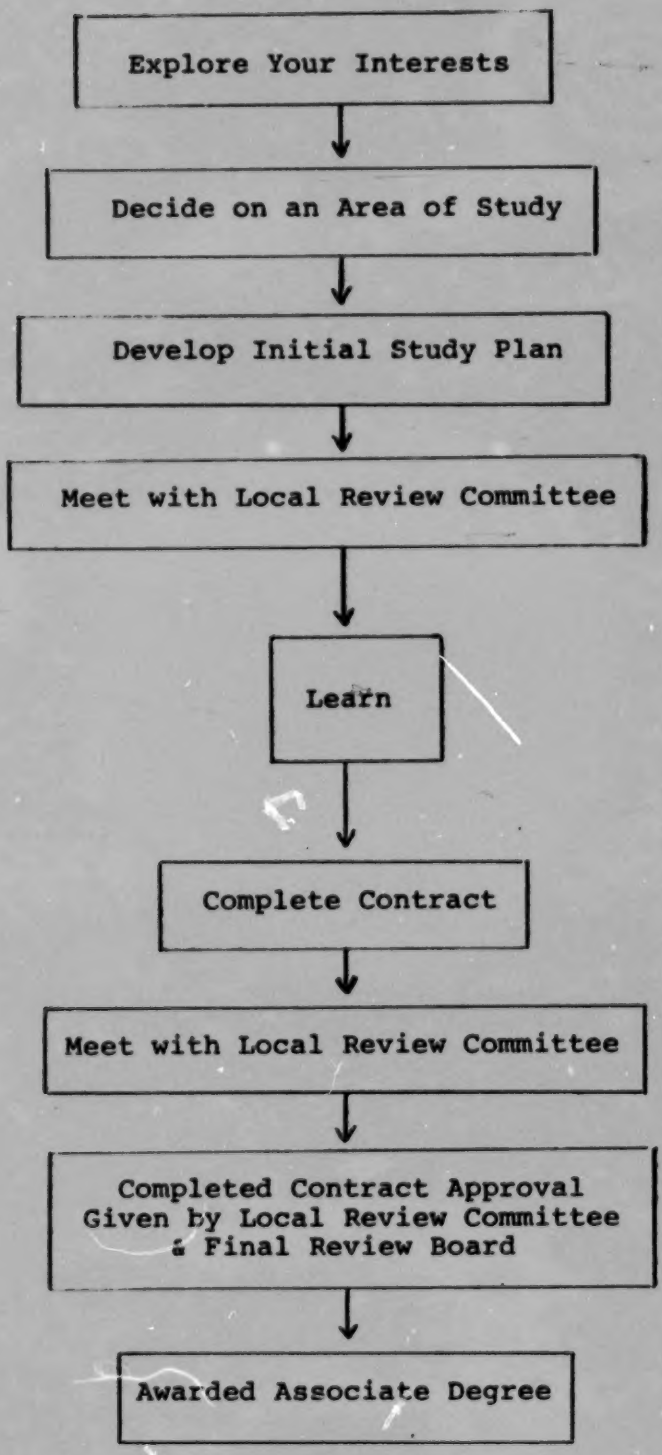
Rather than grant the degree after a student has accumulated 60 "credits", the Community College of Vermont awards the Associate Degree when the student has shown a certain amount of competence in a chosen area. By "competence", CCV means a combination of both skills and knowledge. To demonstrate this competence, each student develops and completes a "contract" spelling out what she/he knows and can do, how it was learned, and the evidence for how well it was learned.

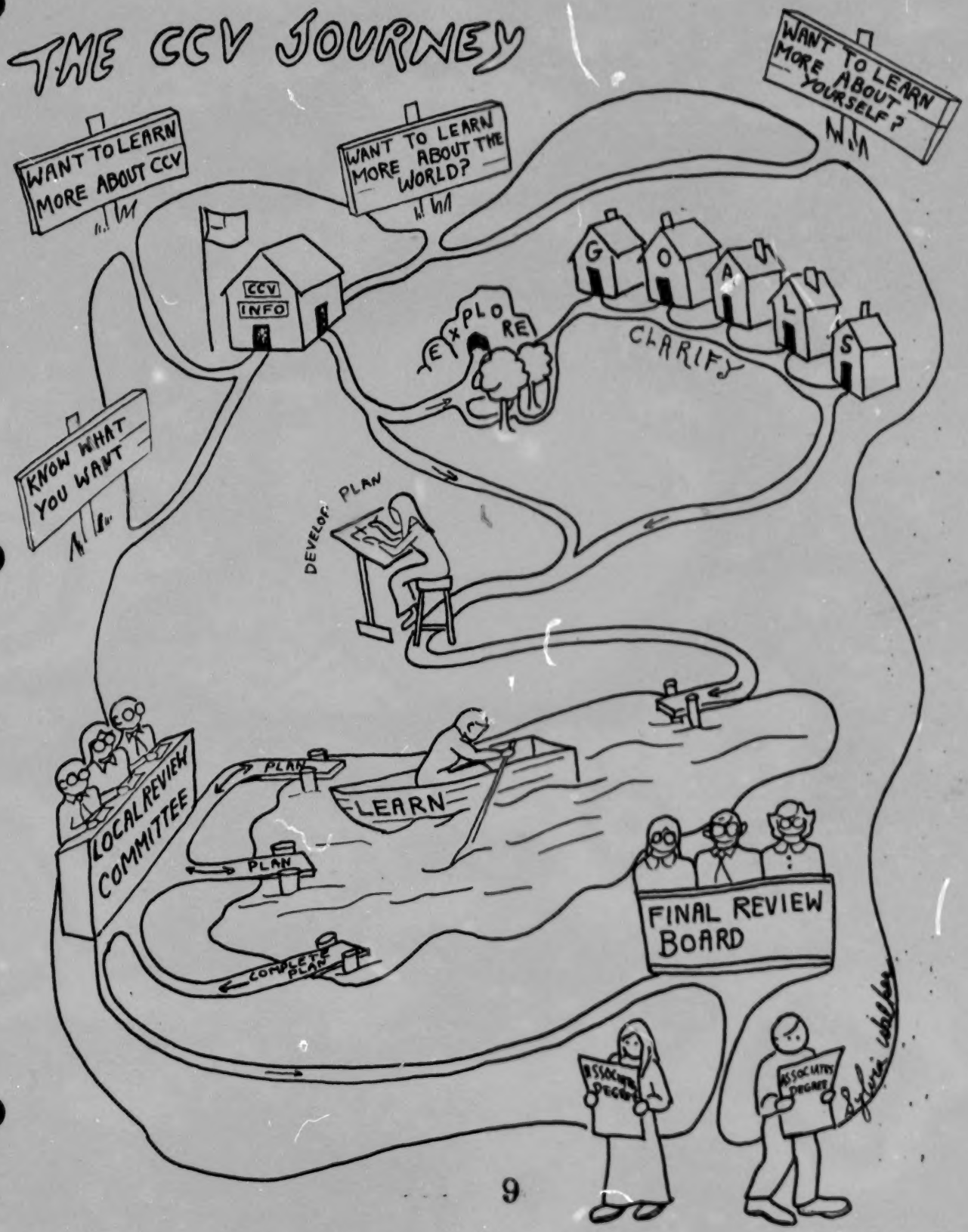
The degree is awarded in three programs areas: Administrative Services, Human Services, and General Studies. Each of these "programs" identifies broad sets of competence to be developed. The student then designs his/her own unique way of meeting these.

The process of developing and validating the contract is as important as the document itself. A contract begins as a "study plan" developed together with fellow students, a CCV counselor, and members of a "Local Review Committee" (LRC). On this committee are a peer student, a CCV teacher, a professional drawn from the local community, and a CCV staff member. Over the course of time, through a sequence of group or individual sessions, and meetings with the LRC, the student refines the plan into a contract, taking courses, doing independent study, reflecting on and documenting prior work experience -- whatever is necessary to meet the objectives set forth in the contract. When ready, the student meets for a final review session with the LRC. With approval, the contract is forwarded for college-wide review and upon approval at that level, the degree is awarded.

Thus, the student is intimately involved from the beginning with planning and evaluating his/her own learning on the basis of a contract which ultimately becomes a transcript. The entire process is closely monitored by groups representing the student, the local community, and the College.

DIAGRAM OF STEPS FOR RECEIVING CCV DEGREE


Explore Your Interests
Decide on an Area of Study
Develop Initial Study Plan
Meet with Local Review Committee
Learn
Complete Contract
Meet with Local Review Committee
Completed Contract Approval Given by Local Review Committee & Final Review Board
Awarded Associate Degree


THE CCV JOURNEY
WANT TO LEARN MORE ABOUT CCV
WANT TO LEARN MORE ABOUT THE WORLD?
WANT TO LEARN MORE ABOUT YOURSELF?
CCV INFO
EXPLORE
GOALS
CLARIFY
KNOW WHAT YOU WANT
DEVELOP PLAN
LOCAL REVIEW COMMITTEE
PLAN
LEARN
PLAN
COMPLETE PLAN
FINAL REVIEW BOARD

THE CCV JOURNEY

A key to the map

The purpose of the map is to give you a way of seeing what can be for many people a confusing forest of unfamiliar terms and strange procedures at CCV. Like any map, it doesn't tell you where you have to go. But we hope it will let you know what the possibilities are and will help you get where you want when you need to.

STARTING OUT

As you can see, there are a number of ways to get onto the CCV island. Which you choose depends on what you want.

- If you already know just what you want, what sort of training you need, which degree program to use, and how to make CCV work for you, you may move right into the planning stage.

- If you want more information about the details of developing a contract, you may want to begin at the CCV information center.

- If you want to explore by taking courses that interest you, without any sort of commitment to degree studies, you may do that.

- If you are not sure just what you want to learn and would like a chance to develop a clearer idea of your goals and how to reach them, you might choose to begin here.

CCV INFORMATION

A phone call to a site office or a chat with a counselor will start you on the right course to finding out what you need to know. There are a number of brochures and pamphlets explaining our programs and procedures. When you need more detailed information, the staff will be happy to help.

EXPLORE

This is the time when you may take any variety of courses or other learning activities. CCV offers a number of opportunities and you may find others available throughout the community. Remember, whatever you learn can become a part of your final degree whenever you decide to begin putting it together.

CLARIFY GOALS

We offer several courses and other opportunities for you to share with others in clarifying your ideas about how best to design your studies at CCV. If you find this a successful experience, you will emerge with a sharper idea of your beliefs, a better picture of who you want to become, and a clearer plan for how to get there.

DEVELOP YOUR PLAN

When you have decided your general direction, you will have the chance to work alone or with others to develop a study plan outlining where you are, where you want to go, how you'll get there, and how you'll know when you're there.

LEARN

Of course, this has been going on all along anyway. But during this part of your journey you will most likely be working at filling in those parts of your plan that you decided needed more work. This might involve taking courses, doing independent studies, on-the-job experiences, meeting with knowledgable people, reading, writing, or any number of other activities.

COMPLETE YOUR PLAN

In some cases, you may do this very shortly after you first meet with your committee; in others, you may take some years before you feel ready to wrap it up. In any case, the completed contract contains statements you have written describing what you have learned as it applies to each goal of your program. It also contains your portfolio of evidence confirming your skills and knowledge.

SOME DIFFERENCES BETWEEN:

Traditional credit-based system	(and)	CCV's competency-based system
1. A credit based system certifies that a student, on completion of a course, has been in a learning situation for a certain number of hours. Usually this is based on one credit for each classroom hour per week for 15 weeks.		1. A competency-based system certifies that a student, on completion of a course, is competent in an area described in a course description.
2. An Associate Degree is awarded after 60 credit hours worth of course work is completed. This generally takes two years of full-time study and equals 20 regular courses.		2. An Associate Degree is awarded after a student has demonstrated the skills and knowledge (competence) set down in his/her contract. There is no time limit for receiving the degree.
3. Courses and internships are applied toward receiving a degree.		3. Learning acquired from experiences, present jobs, courses, independent studies, community volunteer service, and more may be applied toward receiving a degree.
4. A letter grade is awarded at the end of the course. Generally, such a grade is based on a "curve" in which students are compared with each other rather than against outside standards.		4. At the end of the course, written evaluations are done by the teacher and student. A letter grade may or may not be included. The narrative focuses on what the student knows or can do.
5. A "program" requires that students must take certain courses; there is relatively little student input to curriculum.		5. A "program" identifies certain skills and knowledge that must be learned, but does not specify how they must be learned; students have a broad choice in developing their own curriculum.
6. A final transcript generally shows only course titles and respective grades.		6. A final transcript shows skills and abilities a student has accomplished, descriptions of courses and independent studies taken, narrative grades done by both teacher and student, other documentation to prove competence, and a student narrative.

ABOUT CCV'S COMPETENCE-BASED APPROACH

"Competence-based education" is the latest bandwagon to roll down the educational freeway. Like most bandwagons, it has a rather odd assortment of people playing all kinds of different tunes. From a distance, it sounds OK, but when you get up close, it can be pretty confusing.

It is important to realize that CCV uses the term in its own special way. To understand what we mean, it may help to provide a contrast with some other approaches.

Most "traditional education" is "credit-based". That is, when you spend three hours a week in a classroom for a fifteen week term, and "pass" the course, you get 3 "credits". When you pile up enough credits -- usually 60 for an Associate and 120 for a Bachelor's -- you get your degree. The basic problem with this system is that it is based on time, not on what is learned.

Competence-based education (CBE) tries to correct this problem. The basic idea is that it focuses on the learning, rather than the teaching time. To do that, it is necessary to be clear about what you mean by "learning". That's why there are so many tunes being played on the bandwagon. If you haven't already discovered it, you will soon find that "learning" is precious difficult to define. That's why traditional education has done things the way it has. Their way is a whole lot easier.

Among those who claim to practive CBE, some are a lot more finicky than others. Some feel that you only know learning has occurred when behavior changes. Thus, learning outcomes should be very specific and only describe ways of acting. Others feel that learning might not show itself for a long time, if at all. They tend to be more general in their descriptions. In most cases however, the institution, not you, says what has to be learned.

At CCV, we are not particular about whether learning is stated in terms of behaviors alone or not. We feel that depends on the nature of the learning, on your learning needs, and on the perspective of the course leader. But we do insist that course leaders and students alike think in terms of learning, before they think about how they will accomplish it. And we also insist on keeping you equally in charge of determining what is to be learned.

For that reason, we ask course leaders to plan their classes in terms of "learning outcomes" before they think about how they will teach. For that reason too, we ask that you take an active part in negotiating those "learning outcomes" early in the class so that you and your teacher walk side by side toward mutually agreed-upon learning. And that's why the contracting process asks you to plan your contract in terms of what you want to learn. You receive your degree in the end, not when you have "taken a certain number of courses" but when you can state clearly what you have learned and prove it.

That's the tune CCV is playing.

SOME CRITERIA FOR CONSIDERING PRIOR EXPERIENCE LEARNING

As you are probably aware by now, the CCV associate degree is a "competence-based" degree. That means that it stands not for a set number of hours spent in a classroom but rather for the fact that you know and can do something definite. Hence, if you already have some of the skills and knowledge required for the program you are entering, it is probably not necessary to take classes and learn them all over again.

Because many adults bring very considerable learning with them, one of the first things we suggest is that you assess where you are at present -- what you already know and can do.

In culling through your past experiences, you should bear one thing in mind: CCV recognizes learning, not experience alone. A person working in a small business for ten years may have accumulated ten years' worth of learning -- or only one year's worth ten times over. "If experience were the only criterion of wisdom, the stones of London would be wiser than you and I."

Exactly what experiences can be "used" in your contract depends entirely on how much you learned from them and how you demonstrate it. That is a matter for you to work out with your counselor, fellow students, and your local Review Committee. Nevertheless, we suggest that as you think abour your experiences, you consider these points.

- The learning should relate in some clear way to your over-all degree goal.

  While it is likely that all of your past learning has contributed in some way to who you are now, it is necessary that you indicate how that is so if you choose to use a past experience. Thus, if you wish to become a teacher aide and are an accomplished typist, you would need to indicate how this skill makes you a better aide if you want to "use" your office experience as a part of the contract.

- The learning should be generalizable across several situations.

  Although this can be tricky, you should be able to show that what you learned in a particular situation can be applied in other, similar situations. If you worked in a library, for instance, you should show you learned something that could be applied in another library -- or perhaps even in a small business.

- The learning should be clearly stated.

  Merely asserting that you "learned a lot" is probably not enough. You will need to be specific about what you learned: what new knowledge you gained, or what you can do now that you could not do before the experience.

- <u>The learning should be demonstrable in some way</u>.

> It is important that you provide proof for all your assertions about what you have learned. Thus, if an encounter with another person proved an rich learning experience, you will need to demonstrate in some public way how you are different because of the experience.

Remember, although you may well have developed much of the competence required for the degree, it is important that you make your learning conscious and public - so that both you and the outside world know what you know. That's really what the CCV contracting process is about.

HOW TO USE THE CCV PROGRAMS

As you know, CCV (for once, like every other college) does expect that if you wish a degree you will meet certain requirements. The difference, of course, is that instead of requiring courses, we require that you be "competent" in certain areas. To be "competent" means that you have acquired certain skills and knowledge. This is an important difference, for it leaves you free to demonstrate competence if you already have it (instead of taking courses in what you already know), and it allows you to design a variety of learning experiences other than just classes.

If you are interested in working with people -- especially in the areas of counseling, child development, or education, you should consider the Human Services Program. This consists of a core of skills and knowledge common to all the human services, and sets of other competencies specific to the three specialty areas above. To receive the degree, you must complete all of the core and certain of the specific competencies, depending on what area you choose.

If you are interested in administrative work -- especially in the areas of office occupations, management, or marketing, consider the Administrative Services program. Like the Human Services program, it has a core of competencies and more specific ones for its three specialty areas.

If you are sure of which program you want, but don't wish to specialize further, you can combine the core with a selection of the study area competencies and receive the degree labeled (Human or Administrative Services) "General".

If you want to develop your degree contract in an area other than Human or Administrative Services, or if you wish to combine the above two then you should go to the General Studies Program. This consists of a number of competencies from which you are to select fifteen. They emphasize "processes" rather than "content". That is, they ask you to pursue your studies in certain ways, but do not tell you what you have to study.

If, after carefully considering these alternatives, you still want to try something else, you have these choices:

1) You may substitute your own competence statements for the College's, provided you receive the approval of your local review committee.

2) You may develop your own approach to the contract, provided you recognize the specifications made available.

3) You may appeal your case to the CCV Review Board for special consideration.

SOME WAYS TO LEARN

When you have pretty well decided on your goals and have put together a clearer idea of what you want to learn, it is time to figure out how you're going to learn it. Below are listed some of the ways you might include in your study plan.

I. Past Experience Assessment

You may have already learned some of what you need. If so, an important part of the contracting process for you will involve thinking and writing about what you have learned. This process is explained further in sections A_5,

II. Regular Courses

Each term a wide variety of courses is available. Since these are generally planned to meet student demand, chances are good that some of your learning needs can be met this way. We encourage all students to let instructors know very clearly why they are taking the course and what they want to learn from it. This way you and your teacher can negotiate to make sure the best combination of teaching and learning can take place.

III. Independent Study

This term covers a wide variety of ways to learn. It may involve a research project, a special reading program, an action project, or a series of meetings with a tutor or expert in some field. Generally, however, there are three basic parts: you, another person or group, and an agreement. The agreement must specify these things: (1) What you are going to learn, (2) How you will learn it, (3) How the "other" will help you, and (4) How you will demonstrate that you have learned it. An example of one possible contract form is available from your counselor. Many local librarians can also help you here.

Independent studies are good when you have a specific interest to pursue and cannot find a class to learn it in. For details, see a counselor.

IV. On-the-job Training (OJT)

An OJT is set up like any independent study. It gives you a chance to make a deliberate learning experience of your job. Generally, you will make an agreement or contract with a "helper". Most often, this would be a job supervisor, but not necessarily. The important thing is that it be set up as a deliberate learning experience with objectives and evaluation criteria agreed upon in advance. Your counselor will help you develop it.

V. Practicum

This is essentially the same as an OJT except that you will be in a work situation specifically to get practical learning experience and generally will not be paid. This would apply to any volunteer community work as well.

VI. Courses and Workshops at Other Places

Any relevant learning you may have gained in these ways may also be assessed as you would any past experience (see I above).

VII. Correspondence Courses and Home Study Kits

A variety of these materials are available through regional and local libraries. Learning acquired in this way should be assessed according to regular CCV procedures.

VIII. CLEP Tests

The "College Level Examination Program" (CLEP), developed by the Educational Testing Service, allows you to take standard examinations in a wide variety of college subjects. These may become a part of your CCV contract or may be used in requesting advanced standing in most colleges throughout the country.

No doubt there are other ways to carry out your learning besides these. The important thing to remember is that as long as you can demonstrate what you know and can do, you will gain recognition for it, regardless of where you learned it or how long it took.

THE PARTS OF A CONTRACT

The following items are included as part of the contract:

A. Face Sheet

B. Narrative

C. Program Outline Sheet

D. List of Learning Experiences

E. List of Documentation

F. Review Committee Names Sheet

As the contract will be xeroxed and used as a transcript for other colleges and for job applications, it should be neatly typed on 8½ by 11" paper.

A. Face Sheet

This should be completely filled out and signed by the student.

B. Narrative

The purpose of the narrative is to give the student a chance to "tie it all together" and the CCV Review Board a chance to get a feeling for the student as a whole person; ideally, it should be personal rather than impersonal, evaluative rather than descriptive, and should attempt to address the student's goals and objectives.

C. Program Outline Sheet

The sheet should be arranged to answer the following questions at a glance:

- What is the general area of competence? (Program Goal)
- What specific competencies (skills and knowledge) does the student have that would indicate the goal has been met? (Student Statement)
- In what setting did the student learn it? (Learning Experience)
- What is the evidence? (Documentation)

1. Program Goals

Rules for selecting program goals are contained in each program document.

If a student does not wish to meet a particular program goal, he/she should develop an alternate goal and present the case to the Local Review Committee.

2. Student Statements

These should be quite specific; they should fully reflect the student's learning.

A good statement should state clearly what the student knows or can do which demonstrate that the program goal has been met.

3. Learning Experiences

These should be abbreviated and identified on the program outline sheet; they describe the setting or situation in which the student learned; e.g. course, independent study, on-the-job training, etc.

4. Documentation

This is any form of evidence that a student statement about learning is true. It may be in the form of letters, evaluations, transcripts, or other outside verification, or it may be a piece of the student's own work.

SOME PARTS OF A SAMPLE CONTRACT

The basic parts of a contract are included here. With the exception of the "program outline sheet", only one page of each part is provided. The purpose is simply to let students see what the format looks like. They should be warned against the temptation to compare themselves with the actual content.

In the case of the "program outline sheet", three different approaches are provided so students can sense the variety of ways the information may be arrayed. They are free to experiment here as long as the following four parts appear in a clearly related way:

- the program goal
- the individual objective or personal statement
- the learning vehicle or experience
- the documentation

There are, of course, no limits to the additional types of information students may provide. Many have included booklists and separate paragraphs expanding on the individual statements, for instance.

Finally, students should be advised that the entire section of "documentation", the "portfolio", has not been included here. Details on how to prepare that are included in Section IV, b.

of

Vermont

COMPLETED CONTRACT

Student's Name _____ Program Human Services

Address 6 Chestnut Hill, Brattleboro, Vt. Study Area Education

Regional Site Southeastern Vermont

Sex Female

Date of Site Approval September 9, 1974

Birth Date 1/19/23

Student's Signature _____

Counselor's Signature _____

An Associate Degree has been awarded by the Community College of Vermont on _____.

Peter P. Smith
Director

Official Seal of
Community College
of Vermont

NARRATIVE

6 Chestnut Hill
Brattleboro, Vt.

I grew up in a small Conn. town. In retrospect my childhood seems very pleasant but the depression was ever present and of the four children in our family two went to college and two did not, due mostly to lack of money. I finished high school in the top quarter of my class, got a job in a doctor's office and was married at age 19. Our daughters were born one year apart and from the beginning my husband and I shared equally in the rearing of our family. Our greatest desire for them was that they become independent women, emotionally as well as financially. Ultimately each did just that and I believe we were instrumental in their achieving this. We dared to move to Vermont at a time when our friends in Connecticut were leading the life of the "gray flannel suit", in order to raise our children in an area that had meant a great deal to my husband in his childhood.

By the time the children got to high school we decided they needed something other than the local school system if they were to succeed in college, (we were not then living in Brattleboro) and again following our plan that each child be able to stand alone, they attended high schools away from home in their junior and senior year. Each finished high school in a different state, one in Vermont, one in Conn. and one in Mass., and with our encouragement each then determined what was the right college for her. Each girl applied to only one college and each was accepted. Ultimately each daughter finished college and all are now living independent of us.

During the time we had all three children in college at once, I took an adult education typing course and was able to earn enough to pay for one tuition by doing secretarial work. With everyone through college I now needed to be busy and valuable yet not tied down to a full time job. I soon found plenty of volunteer work, first as a secretary to the person in charge of the Big Brother project (my husband had recently become a Big Brother) and then, in addition, as a volunteer secretary to the Family and Child Guidance office from which the Big Brother project originated. By now I was working five afternoons a week at which time I requested that I be put on the payroll. I continued to work for the F.C.G.S. part time and still found time to be a volunteer registrar for the pre-school screening program in Brattleboro. By now my concerns for children of working mothers had gotten me involved with the Child Development Center in town and I was serving as a member of the Board of Trustees. This agency is funded in part by the United Fund and in order to offset some of the expenses of the annual fund drive I was doing some volunteer secretarial work for the United Fund.

Program Goals	Student Statements	Learning Experiences	Validation
Program Goal #6 "Can use independent judgement and to make necessary decisions in a chosen job."	I. I understand clearly my job responsibilities and authority. A. I can formulate realistic plans & schedules to carry out my job. B. I can establish priorities for the work to be done, by me and my staff. C. I minimize the need for overtime. D. I plan & conduct meetings when I deem it necessary, and use these meetings to help develop my staff. E. I always make sure my staff has the necessary equipment & materials needed to complete the job. II. I keep decisions consistent with policies, procedures, & objectives. A. I keep within the bounds of my authority and ability in making these decisions. B. I consider and interpret the important facts in solving problems. C. I can use my own, and the experience of others in reaching conclusions. D. I can accept the responsibility for my decisions.	I. I have scheduled work for 12 employees, for as much as 3 months in advance. (C) II. I have set priorities for work to be done in a publications office; serving a community of more than 800. (A) III. I served as a representative of the Maintenance Dept. on a "Staff Committee" responsible for revising, changing, & making recommendations to the administration concerning improved benefits and working conditions as stated in the Staff Handbook for Goddard College employees. (I) IV. I have supervised a crew of 12 maintenance men, and made decisions daily with respect to priority and importance of work being done. (C) V. I have supervised 3 people in a publications office, 2 people in a post office, and 4 people operating a switchboard; and have made necessary management decisions as they occur. (A)	I. See Documentation list C, G, & M II. See Documentation list A & B. III. See Documentation list R & S. IV. See Documentation list C, G, M, N, & O. V. See Documentation list A, B, & P.

LEARNING EXPERIENCES

Windham County Mental Health Services (work experience)		1967-1972
Brattleboro Child Development (board member)		1970 - present
Pre-School Screening survey (volunteer)		1972-73-74
Brattleboro Volunteer Reading Tutor Corps		
Training course, Mary R. Nichol, instructor		1972
Volunteer Remedial Reading Tutor		1972-73-74
Educational Issues (CCV course)	David Bury	1973
Educational Methods (CCV course)	David Bury	1973
Workshop - Film Making in the Classroom -(2 sessions)	Alice Chapman Howard Shapiro	1973
Workshop - Motivational Games and Activities (20 hrs)	Mary R. Nichol	1973
Workshop - Remedial Reading - Tutoring Adults & Children (2 sessions C.C.V. course)	Art Hannan	1973
A.A. Degree Workshop (C.C.V. course)	Marcia Daker Ron Krupp	1973-74
History of Schooling in the U.S. (C.C.V. course)	Nancy Chard	1974
Methods of Teaching Reading (C.C.V. course)	Heidi Watts Art Hannan	1974
Humanizing the Development of Early Childhood (C.C.V. course)	Ann Gengarelly	1974
Follow Through Reading Workshop (Independent Study)	Vivienne Garfinkle	1974
Observations in 5 Schools (Independent Study)		
Child Development (Independent Study)		1974
Education, An Experience Not An Institution (C.C.V. workshop)	Lorraine Smithburg	1974

INDEX OF DOCUMENTATION

1. Narrative - paper
2. Tutor Corps - paper
3. One-to-One - paper
4. Educational Issues - paper
5. Behavior Modification - paper. 5.b. Behavior Mod. 1974
6. Evaluations - David Bury a. Educational Issues b. Educational Methods & Techniques
7. Evaluations - Heidi Watts and Art Hannan
8. Notes on Motivational Games and Activities Workshop
9. Community College of Vermont - paper
10. A. A. Degree Workshop - paper
11. Windham County Mental Health Services - 11a. paper and 11b. evaluation
12. a. paper - Program Goal #5 12b. sample of knitting
13. Newspaper Article
14. Games package
15. Records kept on students
16. Tutor Course taught by Mary Nichol
17. Pertaining to Brattleboro Child Development
18. Pre-school Screening - 18a. paper and 18b. package"
19. Statement - Nell Sather
20. Evaluation - Lucille Good
21. Evaluation - Mary R. Nichol
22. Evaluation - Nancy Chard, History of U.S. Schooling
23. Workshop Report - Film Making In The Classroom
24. Philosophy of Education
25. Child Development - Independent Study
26. Evaluation - Ann Gengarelly, Humanizing the Development of Early Childhood

REGIONAL SITE REVIEW

The Local Review Committee certifies that the attached statements and supporting documents in the student's portfolio are true and accurate. Therefore, we recommend

Myra Breckenridge

for final review by the Community College of Vermont.

	Student	Teacher	Practitioner	CCV Staff
Name	Hanson Heathcliffe	Roberta Botticelli	Noella LaClaire	Margery Yahn
Address	RFD Moorsville, Vt	17 Bank St Barre, Vt.	E. Alcott, Vt.	Orangeville Rd. White River Jct
Signature	Hanson Heathcliffe	Roberta Botticelli	Noella LaClaire	MARGERY YAHN
Name	A.N. Whitehead			
Address	Star Route London, Vt			
Signature	A.N. Whitehead			
Name				
Address				
Signature				

2/18/74
date

FINAL REVIEW

The Review Board of the Community College of Vermont has reviewed the attached contract and documentation, finds the student competent within the areas described, and recommends the awarding of the Associate Degree.

3/24/74
Date

Smit Babbage
Registrar

WHAT YOUR LOCAL REVIEW COMMITTEE IS AND DOES

Almost all students meet with their Local Review Committee (LRC) at least twice. Many meet more often than that. Because this group of people will play an important part in your CCV career, it is important for you to have some idea of what they can do for you.

There are at least four people on each LRC: a fellow student, a CCV teacher, a practitioner or expert in your field, and a CCV staff member. There may be others depending on special circumstances. You may recommend names to your counselor. But your counselor, him/herself, will not be a member.

The Committee has two different roles to play. On the one hand, it will be a source of help and guidance. It will provide you with ideas and resources to make yours a better contract. On the other hand, it will ultimately determine when to recommend you for the degree. It must evaluate what you have done and your evidence to decide when your contract has been completed.

Most students go through several stages with their LRC. At the first meeting, you present your study plan. The Committee will help determine what goals you may already have met, what goals remain to be addressed, and whether your plans to continue learning will help you get where you want. If you're not exactly sure what you want, the members can often help you to clarify this for yourself. Once the plan has been approved, you may meet once or several more times to check on your progress and to ask for advice. If your plans change in important ways, you should take the changes to your Committee for confirmation. Finally, when you decide that you have successfully arrived at your destination and when you have gathered all your supporting evidence, you will call a final meeting. At this time, you and your LRC will determine whether or not you have fulfilled your contract and should receive recommendation for the degree.

Although almost all students are nervous about the first meeting with their Committee, they inevitably find that "it wasn't so bad, after all." The members are very much committed to helping you do the best job you can. In rare cases, however, a disagreement has arisen. Should this occur, you should know that you have two avenues of appeal. First, you may request of the Site Director that the membership be changed. If permission is not granted or if new membership is not satisfactory, you may appeal to the CCV Review Board.

If you want more detailed information, ask your counselor for a copy of the "Local Review Committee Guidelines".

WHAT THE CCV REVIEW BOARD IS AND DOES

The CCV Review Board makes the final decisions about degrees. This group is the chief academic policy-making committee of the College. Here is the membership:

- the President of the College;
- the Director of Learning Services;
- community experts or practitioners in specific fields;
- a representative from the staff of each regional site.

Right now, there are three community "experts" on the Board, representing the Human Services, General Studies, and the Administrative Services. There are two site representatives. Thus, the Board numbers seven.

Twice a year, in April and October, the Board meets in the Montpelier area.

The primary functions are:

- to provide a final point of appeal for students, Local Review Committees, or staff people who wish a final ruling on a matter;
- to ensure college-wide consistency by sampling contracts across sites or programs;
- to provide rulings on degree policy and procedures emerging from selected contracts;
- to provide a mirror of community standards and reactions to student work;
- to carry out continuing review and evaluation of the entire contracting and degree process at CCV and to make recommendations for changes to the Decision Team.

The Board very rarely returns an individual contract to the student for changes. Although their business varies, most of the meeting time is spent examining selected contracts and recommending college-wide policy based on the examination.

The Board also serves as a final avenue of appeal for students who have difficulties with the Local Review Committee.

WHAT TO EXPECT FROM YOUR COUNSELOR

Your CCV counselor will probably be the staff member with whom you will have the most contact. The main function which he/she serves is to provide you with support as you move through the degree process.

In addition, the counselors have been trained to assist you with each phase of the process. Specifically, he/she is prepared to:

- explain the degree process to you and answer any questions;
- assist you in determining your vocational and educational goals;
- assist you in defining the best way for you to meet your goals;
- help you develop the best possible study plan;
- assist you in defining and developing possible learning activities, e.g. independent studies; on-the-job work experiences; practicums;
- provide you with the technical assistance for turning your study plan into a completed contract.

Thus, your counselor is available to be involved with you from the beginning as you move through the process to graduation. However, the extent of his/her involvement will depend upon the extent of your needs, both for support and technical assistance.

A CCV CREDO

If you find CCV confusing, you're not alone. Many people are bewildered by our jargon, frustrated by our unfamiliar procedures, and even angered by our apparent unwillingness to do things the "normal way."

> INSTEAD of giving grades and credits, we evaluate learning in terms of "learning outcomes", require long written evaluations, and even ask students themselves to consider whether or what they have learned.
>
> INSTEAD of simply requiring a number of courses for a degree, we ask students to complete a "contract" based on something called "competencies".
>
> INSTEAD of holding classes on a campus, we hold them in homes, churches, and schools.
>
> INSTEAD of recognizing only classroom learning, we allow students to count work and even life experiences toward the degree.
>
> INSTEAD of having a permanent faculty, we hire people directly from the community to teach specific courses.
>
> INSTEAD of sticking to "straight college subjects", we also offer courses that focus on attitudes, values, and even physical development.

To explain why we do things this way, to set forth our assumptions, and to make public our Credo, is the purpose of this little paper.

We assume that people can continue to learn throughout life. They need not be locked into rigid patterns from the age of six. Significant learning involves change and growth - change not merely in what knowledge is acquired, but also in how people perceive the world and how they act in it.

We assume further, that, given help, anyone can gain greater control over his or her own growth. People are not simply at the mercy of the world. They can work to change it.

And finally, we affirm that the ultimate purpose of education is to help people take responsibility for their own growth, and hence their own lives, to the fullest extent of their capacity.

Therefore,

-WE BELIEVE THAT EDUCATION SHOULD ENCOURAGE ACTIVE PARTICIPATION RATHER THAN PASSIVE ACCEPTANCE.

If education is to encourage active participation, it must first make learners aware of what has kept them from action. It must shed light both on the learner's own limitations and on those imposed by society. As awareness increases, the bonds fall away. To learn actively is to dissolve our limitations. The learner is not simply an empty vessel into which truths are poured. Significant learning means change. Change demands the active involvement of the learner.

The contracting process has been designed to encourage the development of both self-awareness and awareness of others. By discovering what they know, learners are better able to decide for themselves what they want to learn. In developing the contract, they share responsibility for their learning: planning goals, carrying out the plan, and documenting their own readiness to graduate. In addition, we encourage our teachers to teach in ways that allow students to deal actively with information rather than simply absorb it. And we ask that all course planning be negotiated equally between teacher and student. People should not be given an education, they should take it.

-WE BELIEVE THAT EDUCATION SHOULD HELP PEOPLE LEARN HOW TO LEARN AS WELL AS WHAT TO LEARN.

While we do not deny the importance of subject matter, we believe that the process of learning is equally as important as the content. Someone who knows how to learn can go on learning long after the teacher has gone.

Therefore, we provide a "core" of skills basic to the process of learning itself - inquiry, communication, problem-solving, analytical, and inter-personal skills. We encourage our teachers to incorporate this core into the planning of their own courses. The contracting process places special emphasis on these skills as students plan, carry out, and evaluate their learning.

-WE BELIEVE THAT EDUCATION SHOULD LINK THEORY WITH PRACTICE, KNOWING WITH DOING.

There is more to learning than meets the eye. A complete learning process involves not merely doing something, but also knowing and understanding the activity. Conversely, merely knowing is not enough unless it results in action. Knowing and doing go hand in hand.

For this reason we recognize the value of learning that occurs outside the classroom and we place strong emphasis on self-evaluation as a means of understanding such learning. The contracting process asks students to identify what they have learned from their experience, for it is learning that we recognize, not the experience alone. The contract is a way of helping students to know what they know, understand what they can do, and prove it. For the "real world" is both the source and the testing place of ideas.

-WE BELIEVE THAT EDUCATION SHOULD ADDRESS THE WHOLE PERSON, NOT MERELY THE INTELLECT.

Learning is not a matter for the mind alone, as though there were no connection with the rest of our being. Intellectual endeavor is no more, and no less, important than other realms of human activity. Indeed, the capacity to work well with other people and to use certain physical skills may be far more important than intelligence in determining work success and life satisfaction.

Therefore, CCV competencies are designed to encourage and recognize accomplishment in three broad areas: social, manual/physical, and intellectual. At least some degree of attainment in all three of these realms is recognized as evidence of a fully educated person.

-WE BELIEVE THAT EDUCATIONAL QUALITY IS BETTER ASSURE BY FOCUSING ON LEARNING OUTCOMES THAN ON INPUTS ALONE.

Traditionally, educational "quality controls" have focused on such inputs as a fully equipped campus, libraries, a faculty with advanced degrees, and strict admission requirements. It is assumed that if the teaching conditions are good, the quality of learning will also be good. We prefer to believe

that the proof of the pudding is in the eating - that "quality control" is better achieved by focusing on learning rather than teaching. As long as the learning has occurred we are not particular about whether it came from a PhD or a six-year-old, a classroom or a job.

Consequently, we do not require courses. Rather, we require that certain skills and knowledge, called "competencies" be demonstrated. Of any learning experience we ask these questions:

1) What skills and knowledge were learned?

2) Under what circumstances were they learned?

3) What is the evidence for how well they were learned?

The contract and our course evaluation procedures are designed to put the student in charge of this information.

We do not pretend that the way we do things is the only way to act on these beliefs. Nor do we claim exclusive rights to them. But we are convinced that by adhering to these tenets we help people to take greater responsibility for their lives. And that, we think, is what education ought to do.

L. A. Daloz
January, 1975

GLOSSARY OF CCV TERMS

New inventions generally get new names. Until the names (and inventions) are broadly understood, they are usually referred to as "jargon". In hopes that our jargon will someday be household words, we offer the following definitions.

Areas of Competence	Ten categories of skill and knowledge which CCV believes that a well-educated person should acquire.
Competence	The ability to show the level of skill and knowledge necessary to attain a goal.
Competence Statement	A statement in your study plan or contract which asserts what you know or can do.
Contract	A completed study plan approved by the Local Review Committee.
Degree Student	A student working for a degree in one of the three degree program areas: Human Services, Administrative Services, or General Studies.
Documentation	The validation or proof that you use to support your competence statements.
Local Review Committee	The group of local community people responsible for helping you design study plans and for the final validation of the completed contract.
Self-assessment	The process of identifying and expressing what you have learned from your experience.
Self-evaluation	The process of determining and expressing how well you know or can do something.
Study Plan	The working plan a student writes to help him/herself achieve direction and focus to future educational needs.

INTRODUCTORY

EXERCISES

INTRODUCTION OF GROUP MEMBERS

Purpose

To assist group members in becoming acquainted with each other and establish an atmosphere of trust among group members.

Procedures

Specific exercises have been designed to be chosen and used at the beginning of each class session for the first two or three weeks.

Contents

1. Art Work: Drawing
2. Art Work: Collage
3. Art Work: Road of Life
4. Art Work: Advertisements for Myself
5. Art Work: Coat of Arms
6. Art Work: Comic Strip
7. -ing Name Tags
8. Timed Presentations
9. Getting Acquainted Triads
10. "Who Am I?" Exercise

Outcome

As a result of these exercises, the following will have occurred:

- students will have become better acquainted with each other;
- a basis for establishing trust will have been provided among group members;
- an environment for encouraging self-disclosure will have been established.

1. ART WORK: DRAWING

Purpose

To assist group members in becoming acquainted with each other.

Procedure

Each student is given a large sheet of newsprint and crayons or magic markers. They are told to draw something about themselves that they wish to share with the other group members in the way of an introduction. After five to ten minutes has been given for completion, each group member explains his/her drawing.

2. ART WORK: COLLAGE

Purpose

To assist group members in becoming acquainted with each other.

Procedure

Each student is given a large sheet of newsprint, a few magazines, glue, and scissors. They are told to construct a collage, using pictures from the magazines. The collage should provide information about oneself to be shared with the other group members. After time has been given for completion, each group member explains his/her collage.

3. ART WORK: ROAD OF LIFE

Purpose

To assist group members in becoming acquainted with each other and provide a means for self-disclosure in a non-threatening atmosphere.

Procedure

Each student is given a large sheet of paper and a drawing instrument. He/she is asked to place a dot on his/her paper which represents his/her birth. Then, without lifting the drawing instrument from the paper, each participant is to portray a series of critical incidents which he/she feels are representational of his/her life.

Each group member may share the drawings with the group or members may then form dyads or small groups so that they may explain their pictures to others.

Pfeiffer, J. William and Jones, John E. A Handbook of Structured Experiences for Human Relations Training, Vol. 1, Iowa City, Iowa: University Associates Press, 1972, p. 94.

4. ART WORK: ADVERTISEMENTS FOR MYSELF

Purpose

To assist group members in becoming acquainted with each other and provide a means for self-disclosure in a non-threatening atmosphere.

Procedure

Each student is given sheets of construction paper and a variety of materials which can be used in creating a collage, such as catalogues, magazines, glue, stapler, etc. They are each then asked to make up a brochure advertising themselves, and to share the brochure with the group.

Pfeiffer, J. William and Jones, John E. A Handbook of Structured Experiences for Human Relations Training, Vol. 1, Iowa City, Iowa: University Associates Press, 1972, p. 94.

5. ART WORK: COAT OF ARMS

Purpose

To assist group members in becoming acquainted with each other and provide a means for self-disclosure in a non-threatening atmosphere.

Procedure

Each student is given a large sheet of paper and drawing instruments. After a brief introduction to heraldry, the students are asked to make up their coat of arms. They are then asked to share their coat of arms with the group.

Pfeiffer, J. William and Jones, John E. A Handbook of Structured Experiences for Human Relations Training, Vol. 1, Iowa City, Iowa: University Associates Press, 1972, pp. 94-95.

6. ART WORK: COMIC STRIP

Purpose

To assist group members in becoming acquainted with each other and provide a means for self-disclosure in a non-threatening atmosphere.

Procedure

Each student is given a large sheet of paper and a drawing instrument. They are then asked to divide their paper into twelve sections. In each section they are to illustrate important incidents from their past, or facts about themselves. The strips are then shared with the group.

Pfeiffer, J. William and Jones, John E. A Handbook of Structured Experiences for Human Relations Training, Vol. 1, Iowa City, Iowa: University Associates Press, 1972, pp. 94-95.

7. -ING NAME TAGS

Purpose

To assist group members in becoming acquainted with each other.

Procedure

Each student is given a large index card and a straight pin. The students are asked to write their first name in large letters on the card so it will be visible across the room. Then they are to write five or six words ending in "ing" which tell something about who they are, e.g., "loving", "funning". They should write these words anywhere on their cards on the same side as their names.

Then the students are asked to turn their cards over and write their names again, in big letters, on the other side. This time they are to write five or six words that report specific facts or statistics about themselves, e.g., addresses, marital status.

When they have completed both sides, they are asked to choose the side they will expose to the group. The students then fasten their tags to their clothes.

The students are then asked to get up and mill about the room in random fashion, reading each other's name tags and asking questions.

Variations

Instead of -ing words, other stems which can be used are:

-able; -ful; -ist; -less

Students can be encouraged to make up their own words or modify words. They might be asked to write additional information on their name tags, e.g., a hero, a place they'd like to live, etc.

Simon, Sidney, Howe, Leland, and Kirschenbaum, Howard Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York: Hart Publishing Co., Inc., 1972, pp. 174-175.

8. TIMED PRESENTATIONS

Purpose

To assist group members in becoming acquainted with each other.

Procedure

Students are asked to volunteer to tell as much as they can about themselves in one minute, either to the group or to a partner. The presentations are timed. After everyone has had a chance to volunteer, a group discussion might follow about silence, relativity of time, the amount of material revealed in the presentations.

9. GETTING ACQUAINTED TRIADS

Purpose

To facilitate the involvement of individuals in a newly-formed group.

Procedure

Triads (3 member groups) are formed. Members of the triads should not know each other, if possible.

Students in each group are designated A, B, or C.

Phase I:

A. Student A takes three minutes to tell student B and C as much about him/herself as he/she feels comfortable in doing.

B. Student B repeats this process.

C. Student C repeats this process.

Phase II:

A. Together, students B and C take two minutes to tell student A what they heard him/her say and what they infer from what he/she has said or left unsaid.

B. Student C and A repeat this process for student B.

C. Student A and B repeat this process for student C.

Pfeiffer, J. William and Jones, John E. A Handbook of Structured Experiences for Human Relations Training, Vol. 1, Iowa City, Iowa: University Associates Press, 1972, p. 2.

10. "WHO AM I?"

Purpose

To allow students to become acquainted quickly in a relatively non-threatening way.

Procedure

Each student is given one 8½ x 11 inch sheet of paper with the question "Who Am I" written in one-inch letters at the top. They are allowed ten minutes in which to write five key dimensions or descriptions about themselves. The facilitator should stress legibility as students must be able to read those dimensions in order to become acquainted with other students.

The completed sheets are pinned to the front of each student.

The students circulate among each other but without speaking.

After this non-verbal phase, the students are told to return to two or three different people they thought would be interesting, based on their previous encounter. They may now speak to each other. They may be encouraged to ask questions of each other.

Pfeiffer, J. William and Jones, John E. A Handbook of Structured Experiences for Human Relations Training, Vol. 1, Iowa City, Iowa: University Associates Press, 1972, p. 19.

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Pfeiffer, J. William and Jones, John E. A Handbook of Structured Experiences for Human Relations, Vol. 1, Iowa City, Iowa: University Associates Press, 1972.

Simon, Sidney, Howe, Leland, and Kirschenbaum, Howard Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York: Hart Publishing Co., 1972.

VALUES CLARIFICATION

VALUES CLARIFICATION

An important phase in the contracting process is that of assisting students in dealing with their own set of beliefs, attitudes, and values. Through the use of Values Clarification exercises, students are exposed to the "process of valuing," and thus able to gain an understanding of how to choose their own appropriate values.

Attention to a Values Clarification unit within the contracting process is essential for two reasons. First, an important component of Values Clarification is the development of decision-making skills, as students learn to make decisions about their own values. In addition, before a student can make sound vocational choices, she must understand what values and attitudes she holds that might be important considerations vocationally. Therefore, focus upon the Values Clarification process should be made before attention is given to career exploration.

A number of excellent materials have recently been developed for providing Values Clarification to students. The following is a list of those materials.

Harmin, Merrill, Kirschenbaum, Howard, and Simon, Sidney Clarifying Values Through Subject Matter, New York: Hart Publishing Company, Inc. 1973.

Hawley, Robert, Simon, Sidney, and Button, D.D. Composition for Personal Growth: Values Clarification Through Writing, New York: Hart Publishing Company, Inc. 1973.

Parnes, S. & Harding, H. (Eds.) A Source Book for Creative Thinking, New York: Scribner, 1962..

Pfeiffer, J. & Jones, J. A Handbook of Structured Experiences for Human Relation Training, Iowa City: University Associates Press, 1973

Raths, L., Harmin, M., and Simon, S. B. Values and Teaching: Working With Values in the Classroom, Columbus, Ohio: Charles E. Merrill Publishing Company, 1966.

Schrank, Jeffrey Teaching Human Beings: 101 Subversive Activities for the Classroom, Boston: Beacon Press, 1972.

Simon, Sidney, Howe, Leland, and Kirschenbaum, Howard Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York: Hart Publishing Company, 1972.

Zuckerman, David, & Horn, David, The Guide to Simulation Games for Education and Training, Lexington, Mass., Information Resources, Inc., 1970.

Materials for a curriculum in Values Clarification, titled Friends and Other People are available from Webb Communication Systems, Inc., Radio Centre Plaza, 9355 Joliet Read, La Grange, Illinois, 60525.

Materials for a curriculum in decision making, titled Decisions and Outcomes, are available from the College Entrance Examination Board.

CAREER

EXPLORATION

CAREER EXPLORATION

Purpose

To assist students in:

1. identifying their skills and competencies in order to provide some direction in making vocational choices.
2. defining their attitudes and needs which should be considered in making vocational choices.
3. identifying possible vocations and future goals.
4. defining a course of action for reaching career goals.
5. obtaining information from resources.

Procedure

Specific exercises have been designed to be used within a class or workshop setting. The exercises can be completed in varying lengths of time, depending on the specific exercise.

Contents

1. Activity Grid Exercise
2. Life Essay Exercise
3. The Hobby Exercise
4. "Why?" Exercise
5. Before I Die Exercise
6. "Who Am I?" Exercise
7. "What Skills, Attitudes, & Strengths I Have Acquired" Workshop
8. "What Skills I Use Daily" Workshop
9. Career Identification Workshop
10. Interviewing Exercise

Outcome

As a result of the following materials, students should have developed:

1. self-awareness regarding the skills, competencies, and attitudes they possess;

2. a sense of the range of vocational possibilities that exist;

3. some commitment to setting long-range goals and a course of action to reaching those goals.

ACTIVITY GRID EXERCISE

Purpose

To assist students in identifying their likes and dislikes; strengths and weaknesses; and the relationship of these to possible careers.

Procedure

Have students complete the attached grid. After the grid is completed, such things as the following might be discussed:

1. any patterns that emerged in the grid, e.g. do they tend to like or dislike those things that involve risk, money, etc.; do they tend to like or dislike doing things alone or with people;

2. what keeps them from participating in those activities in which they would like to participate;

3. what patterns of likes or dislikes are in conflict or support specific career interests, e.g. does the grid reveal that a student prefers participating in activities alone but is interested in counseling as a career.

NOTE: The questioning and discussion following the completion of the grid are crucial to the success of this exercise. It helps for the reader to begin the discussion with examples of the above points from his/her own grid.

Outcome

If successful, this exercise should assist students in discerning some pattern to their likes and dislikes, and strengths and weaknesses, and the relationship of these patterns to career interests.

Adapted from Simon, Sidney, Howe, Leland, and Kirschenbaum, Howard Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York: Hart Publishing Co., Inc., 1972.

TEN THINGS YOU LIKE TO DO, NOT WOULD LIKE TO DO	$ +5	A-P alone people	not 5 yrs. N-5	rate 1-3 for each	plan PL	more time MT	Puritan PU	5 yrs. from now F+5	more learning ML	risk R
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
TEN THINGS YOU DO NOT LIKE TO DO										
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

FIVE THINGS YOU WOULD LIKE TO DO BUT DO NOT KNOW HOW TO	$ + 5	A-P alone people	Not 5 yrs. N-5	Rate 1-3 for each	PL Plan	MT More Time	PU Puritan	F+5 5 yrs. from now	ML More Learning	R Risk
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
0.										

KEY:

1. $+5: involves more than $5, each time the activity is performed;
2. A-P: prefer to engage in the activity "alone" or with "people";
3. N-5: did not engage in the activity 5 years in the past;
4. Rate 1-3: rate each activity on basis of importance on a scale of 1 to 3;
5. PL: involves some planning
6. MT: would like to have more time to engage in activity;
7. PU: the puritans would have approved of the activity;
8. 5 yrs: expect to be involved in activity in 5 years;
9. ML: would like more learning about activity;
10. R: involves risk.

LIFE ESSAY EXERCISE

Purpose

To assist students in surveying their past experiences for the purpose of identifying acquired skills.

Procedures

Ask students to write an informal essay of their life, including where they have been and what they have done. It should be explained that the essay does not have to be structured, as no one else will be reading it. Rather, it is for the student's own use and can be in any form that will be useful to him/her. However, the essay should be fairly explicit and detailed.

Examples of the kinds of information that should be included in the essay are:

1. description of places of employment and duties;
2. description of spare time activities at each point of the student's life, e.g. what did he/she do; what did he/she enjoy doing; hobbies; avocations;
3. description of skills involved in spare time and employment activities;
4. characteristics of his/her particular surroundings at each point in his/her life that were important and that he/she really enjoyed, e.g. the warm climate;
5. anything that helped him/her to enjoy a particular moment or period in his/her life.

After the essay is completed which can be quite lengthy, each student heads two columns on a sheet of paper:

Things which, on the basis of past experience, I want to have or use in my future career(s)	Things which, on the basis of past experience, I want to avoid in my future career(s)

As the students review their essays, they list the appropriate items under each column. Particular note should be given to a skill that was a) enjoyed and b) done well. These items should be underlined twice under the first column.

After the items in the essay have been sorted out and placed under the appropriate column, each student chooses 5 to 10 most important skills and underlines each three times. The skills are then ranked in order to decreasing importance.

Discussion should then follow regarding possible jobs that emerged, based upon the skills that have been identified as important to the student. Considerations and discussions should take place on integrating the things the student wants to have, or avoid, in future employment with the possible jobs.

Outcome

If successful, this exercise should assist in identifying:

1. skills, which when woven together, should form one coherent job description;
2. a couple of lists of things students want to have, or avoid, in their future employment.

Bolles, Richard, A Practical Manual for Job-Hunters and Career Changers: What Color Is Your Parachute?, Berkeley, California: Ten Speed Press, 1972, pp. 80-81.

THE HOBBY EXERCISE

Purpose

To assist student in identifying his/her skills through an analysis of his/her hobbies.

Procedure

Ask the student to list all his/her hobbies over the past years. The hobbies are then listed in terms of decreasing enjoyment. Each hobby is then analyzed and a list made of all the skills that are necessary to participate in each hobby, and the reasons why the hobby is enjoyable.

Discussion should then follow regarding possible jobs that utilize the identified skills and possess the same ingredients that make the hobbies enjoyable (e.g., working with my hands).

Outcome

If successful, this exercise should assist in:

1. providing a sense of accomplishment to students in realizing that they have identifiable skills;
2. identifying skills which when woven together should form one coherent job description.
3. identify the ingredients in hobbies which make them enjoyable and which might be looked for in a career.

Adapted from Bolles, Richard, A Practical Manual for Job-Hunters and Career Changers: What Color is Your Parachute?, Berkeley, California: Ten Speed Press, 1972, p. 81.

"WHY?" EXERCISE

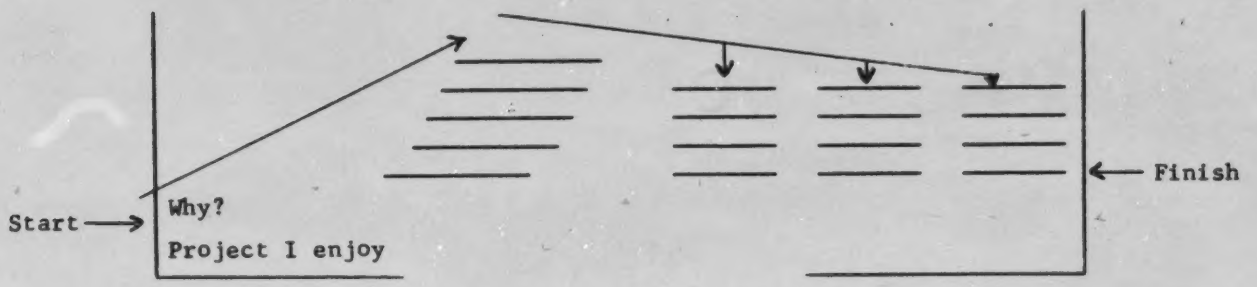
Purpose

To assist students in understanding those things they enjoy doing and the reasons why.

Procedures

Ask the students to think of a practical, concrete task or project in their life (hopefully in the present) that they are a) doing successfully, and b) enjoying immensely. This task is then put down in the center of a blank piece of 8½ x 11 paper and the students instructed to complete the following steps:

1. Beginning at the lower left side of the page, write the word "why?" (do/did you want to do this) and on the line above it, indented, write that reason, goal, or purpose.
2. Then write "why?" after this answer, too; and on the line above it, indented even more, write an even more basic reason, goal, or purpose.
3. Then write "why?" after it, and continue this exercise until you have reached a basic purpose or goal.
4. Now, take that most basic goal (the topmost one on the paper), and draw an arrow from it, down to the part of the paper that is beside the "task" with which you began. Then write the words "how else?", and think of what other tasks or projects would accomplish the same ultimate goal (the topmost one on the paper). In the end, the exercise will look like this:



5. Repeat this exercise with other enjoyable projects or tasks, using a new piece of paper for each one. Eventually, some pattern should emerge with consistency between projects found enjoyable and alternate strategies or jobs that could accomplish the same goals.

After completion of this exercise, students should have a clearer understanding of what they enjoy doing and alternate jobs to reach their goals.

Bolles, Richard, A Practical Manual for Job-Hunters and Career Changers: What Color Is Your Parachute?, Berkeley, California: Ten Speed Press, 1972, pp. 93-94.

BEFORE I DIE EXERCISE

Purpose

To assist students in thinking about the future and those things they hope to accomplish.

Procedures

Ask the students to spend time writing an article entitled "Before I die, I want to ...." (Things they would like to do, before they die). They may prefer to write an article on a similar topic: "On the last day of my life, what must I have done or been so that my life will have been satisfying to me?"

When the article is complete, have the students make three columns, with the following headings:

1	2	3
Things already accomplished	Things yet to be accomplished	Steps needed in order to accomplish the things in Col. 2

The students should then review their articles, filling in the appropriate column. Column 3 should then be completed, listing the particular steps that have to be taken, in order to accomplish those things they have listed.

Outcome

Completion of this exercise should assist students in conceptualizing specific career interests and goals and the steps necessary to accomplish the goals.

Bolles, Richard A Practical Manual for Job-Hunters and Career-Changers: What Color Is Your Parachute?, Berkeley, California: Ten Speed Press, 1972, p. 92.

"WHO AM I?" EXERCISE

Purpose

This exercise is designed to assist students in thinking about themselves and the things that are necessary in a career for it to be compatible with the characteristics of their identity.

Procedures

Ask students to:

1. Take ten sheets of paper and write on the top of each one the words: Who am I?
2. Then have them write, on each sheet, one answer to that question. At the end of the ten sheets, they will have the same question written, but ten different answers.
3. Now have them go back over the ten again, and looking at each answer, write below it on each sheet what turns them on about that particular answer.
4. Now have them go back over the ten sheets, and arrange them in order of priority. Their most important identity goes on top. Then in order, on down to the identity that is to them of least importance, among the ten.
5. Finally, have them go back over the ten sheets, looking particularly at the answers they wrote (on each page) to What turns them on? and see if there are some common denominators.
6. If so, they have begun to put their finger on some things that their career (calling, vocation, job or whatever) must use if they are to be truly happy, fulfilled, used and effective - to the height of their powers.

Since this can be an eye-opening exercise, if they possess some degree of self-knowledge, but difficult if they don't, the following is how one person filled it out. This is not in any way to suggest the kind of answers one should give, but only to flesh out the instructions above-with an example from one completed exercise:

Part I: Who am I?

1. A man
2. An urban dweller (and lover)
3. A loving person
4. A creator
5. A writer

6. An enjoyer of good movies and music
7. A skilled counselor and teacher
8. An independent
9. An executive
10. An enabler

Part II. What Turns Me On About These?

1. Taking initiative, having inner strength; being open, growing playful
2. Excitement, variety of choices available, crowds, faces
3. Feelings, empathizing, playfulness, sex, adoration giving, happiness
4. Transforming things, making old things new, familiar wondrous
5. Beauty of words, variety of images, new perspectives, new relationships of ideas, words, understandings
6. Watching people up close, merging of color, photography, music
7. Using intuition, helping, seeing totalities of people, problem solving, long-term close helpful relationships.
8. Making own decisions, carrying out own plans
9. Taking responsibility, wise risks, using mind, seeing totalities of problems overall.
10. Helping people to become freed-up, to be what they want to be.

Part III: Any Common Denominators:

Variety, totalities, rearranging of constellations, dealing with a number of different things and showing relationships between them all in a new way, helping others.

Part IV: What Must My Career Use (and Include) For Me To Be Truly Happy, Used and Effective?

A variety of different things that have to be dealt with, with people, where seeing totalities, rearranging their relations, and interpreting them to people in a new way is at the heart of the career.

This is but one illustration. There are many other ways and many other levels that the exercise can be done at. Have students be as wild, imaginative, creative as they want to be with it.

And when it is done, here are some check-back questions, to be sure they have gotten all that you can out of the exercise:

- What is it (or what are they/them) that, if they lost it, life would have no meaning? Is it included in the exercise above? If not, why not? (Think hard, and revise your answers, in the light of this new insight; or old.)
- Out of the ten identifications of themselves and the ten lists of things which turn them on, which of these must be included in any job they have? Remember the world is already filled with people who are trying to use their time after 5 p.m. to do all the things they really enjoy.

Outcome

If successful, this exercise should assist students in defining those things important to them and the ingredients which should be present in a career to meet their needs.

Bolles, Richard A Practical Manual for Job-Hunters and Career-Changers: What Color Is Your Parachute?, Berkeley, California: Ten Speed Press, 1972, pp. 89-90.

"WHAT SKILLS, ATTITUDES, & STRENGTHS I HAVE ACQUIRED" WORKSHOP

Purpose

To assist students in surveying their past experiences for the purpose of identifying acquired skills, attitudes, and strengths.

Format

The following material has been designed to be presented and completed within a workshop format of approximately 6 to 7 hours. Materials of example responses are attached.

Procedures

Step I: Ask students to write a brief informal autobiographical essay, or résume', which briefly touches upon the high-points of their life, e.g. places of employment; avocational activities; valued experiences, etc. It should be explained that the piece will be for the student's own use and can be in any form that will be useful to him/her. If the "Life Essay Exercise" has been used, the students may use their essays from that activity.

NOTE: While it is useful to have students write an essay, or at least a résume', Step I may be eliminated with students dealing directly with Step II.

Step II: After the essays or résumés have been completed, the Experience Form is used in the following way:

1. Ask the students to review their written pieces and choose those activities or experiences in their lives which they enjoyed or have feelings of achievement or satisfaction about. Examples might be: nurses' aid in hospital; overhauling the engine to my car; learned to play the guitar. The students should be encouraged to choose at least 6 or 7 experiences.

2. Each experience is then described in detail, focusing on what was done by the student, and the results of the action. In addition, to be included are reasons why the experience or activity were enjoyed.

3. After each description is completed, the students review each of their experiences and underline those key words that tell what he/she did or that reveal a specific skill. For the purpose of this exercise, "skill" is used in a broad sense, e.g. personal characteristics; capacity; natural gift; ability; quality, and/or competency. The Skills are listed under item #3.

4. Under item #4, the student lists the reasons that made the activity or experience enjoyable.

Step III: After the skills and capabilities have been identified and extracted for each experience, the Skills Chart is used. Under the column headed "Skills", all of the skills for the first experience are listed. All new skills are then listed under each additional experience.

Step IV: After all skills have been listed, the skills that were used in each experience are checked off. Finally, the number of checks for each skill are added horizontally, and the totals entered in the extreme right column.

The numbers in the right column give a clue to the students' significant skills and talents. Those skills that appear in over half of a student's experiences are probably important to him/her.

Step V: After the significant skills have been identified by each student, the Attitudinal Chart is used. In the manner in which the Skill Chart was completed, ask the students to complete the Attitudinal Chart, listing the reasons why each experience was enjoyable under the heading, "Reasons Enjoyed". Each reason listed is then checked off for the appropriate experiences, and the number of checks for each reason are added horizontally. The totals are entered in the extreme right column.

This chart gives a clue to some of the student's attitudes in terms of what factors might be important to him/her. Those items that appear in over half of a student's experiences are probably significant to him/her.

Step VI: Discussion should then follow regarding possible jobs that utilize the skills that have been identified as important to the student and that possess the ingredients that have made the student's past experiences enjoyable to him/her. In addition, the Career Identification Workshop materials may be used, following Step V.

Outcome

If successful, as a result of this workshop, students should have identified the following:

1. any skills which have been developed that might be utilized in future vocations;

2. an understanding of the reasons why past experiences have been enjoyable.

EXPERIENCE FORM

1. Activity or experience about which you enjoyed or have feelings of achievement:

2. Description of above activity or experience:

3. Identification of following skills in the activity or experience:

   Specific work-content skills, e.g. typing, speaking Spanish:

   Functional skills that are transferable, e.g. problem-solving; decision-making:

   Adaptive skills, personal characteristics, or qualities: e.g., working hard, being independent:

4. Reasons for the activity or experience being enjoyable:

SKILLS CHART

Skills	EXPERIENCES														Total # of times each skill occurred
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															

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ATTITUDES CHART

Reasons Enjoyed	EXPERIENCES														Total # of times each reason enjoyed occurred
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															

11

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Example

EXPERIENCE FORM

1. Activity or experience about which you enjoyed or have feelings of achievement:
Secretary to a elementary school principal

2. Description of above activity or experience: I worked closely with the principal in all administrative tasks necessary to the organization and efficiency of an elementary school office. My duties included: assisting teachers with ordering, keeping the school register, scheduling parent-teacher conferences, duplicating and typing classroom work. In addition, I supervised cafeteria workers, teenage summer help.

3. Identification of following skills in the activity or experience:

Specific work-content skills, e.g. typing, speaking Spanish:
typing, operating machines, taking shorthand, book-keeping.

Functional skills that are transferable, e.g. problem-solving; decision-making:
supervision, problem-solving; decision-making; organizational;

Adaptive skills, personal characteristics, or qualities:
e.g., working hard, being independent:
pleasant personality - public relations; working under community pressure able to accept responsibility, being able to make independent decisions.

4. Reasons for the activity or experience being enjoyable:
1. being with young children
2. enjoyed supervision duties
3. enjoyed the organizational functions e.g. scheduling conferences and assisting teachers.

Example

SKILLS CHART

Skills	EXPERIENCES														Total # of times each skill occurred
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	
1. typing	✓														
2. operating machines	✓														
3. shorthand	✓														
4. book keeping	✓														
5. supervision	✓														
6. problem-solving	✓														
7. decision-making	✓														
8. organizational	✓														
9. pleasant personality	✓														
10. working under pressure	✓														
11. accept responsibility	✓														
12. independent decisions	✓														

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Example

ATTITUDES CHART

Reasons Enjoyed	EXPERIENCES														Total # of times each reason enjoyed occurred
	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	
1. being with young children	✓														
2. supervision duties	✓														
3. organizational functions	✓														
4.															
5.															
6.															
7.															
8.															
9.															
0.															
1.															
2.															

"WHAT SKILLS I USE DAILY" WORKSHOP

Purpose

To assist students in determining present skills and competencies, which are used daily, in order to identify possible careers.

Format

The following material has been designed to be presented and completed within a workshop format of approximately 4 hours.

Procedure

Step I. The students are asked to record, under the General Activities Column on the Daily Reporting Form, all those things they do over at least a three day period. The list will probably be most accurate and complete if the student keeps the form handy and records each activity as it is completed. All activities throughout the day should be recorded, whether on the job, at home, at a community event, etc.

EXAMPLE: "Working on the car."

Step II. After the activities over a three day period have been recorded, the student further breaks down the broad activity into the specific things that were done to accomplish that activity. The specifics are recorded under Specific Activities.

An example of specific activities for the above example might be: changing the oil; changing the spark plugs; adjusting the valves, etc.

Step III. Based on the specific activities, the student then lists, under the third column, each skill or knowledge that was required to accomplish the specific activities.

Skills in the previous examples would be: knowledge of tools; knowledge of the gap required in spark plugs for specific cars; familiarity with parts that make up the engine assembly; skills of checking, adding, and changing the oil; etc.

"WHAT SKILLS I USE DAILY" WORKSHOP -2

Step IV. In order to identify specific possible careers, the Career Identification Workshop materials may be used at this point. Another alternative would be to discuss possible jobs that utilize the skills and knowledges possessed by the students.

Outcome

After completion of this exercise, students should have developed a sense of the skills and knowledge they use daily and which might be utilized in future vocations.

DAILY REPORTING FORM

Description of General Activities	Specific Activities Accomplished	What Needed to Know and/or Skills
I.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
II.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
III.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
IV.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
V.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
VI.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
VII.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
VIII.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.

CAREER IDENTIFICATION WORKSHOP

Purpose

This exercise should assist students to:

1. identify possible careers, based on the activities they enjoy;
2. identify those external factors which support career possibilities;
3. define a course of action for reaching the career goal.

Format

The following material has been designed to be presented and completed within a workshop format of approximately 4 hours. This workshop may be a continuation of the "What Skills, Attitudes, and Strengths I Have Acquired" or the "What Skills I Use Daily" Workshops, or used independently. Example responses are attached.

Procedure

Step I: The students are asked to list five or six activities that they enjoy performing, e.g., cooking for family, helping people, etc. If this workshop is a continuation of the "What Skills, Attitudes, and Strengths I Have Acquired" or the "What Skills I Use Daily" Workshops, the "skills" are used rather than activities.

The students then list four or five possible jobs for each activity or skill.

EXAMPLE: Cooking for family

1. Chef in Restaurant
2. Nutritionist
3. Caterer
4. Home Economics Teacher

Step II: From their lists of possible jobs, each student selects the most appealing jobs and lists them in priority order under the heading "Job Titles" on the Career Possibilities Chart. Each heading is then addressed for each job title, in terms of whether or not the heading supports the job possibility. "Yes or No" is entered in each box.

EXAMPLE: "Does the job market support this job possibility?"

"Does my education support this job possibility?"

Step III: The job titles are then re-prioritized in terms of the number of positive or negative responses under each heading, for each job title. The job titles with the greatest number of positive responses become the jobs that have the most potential of becoming reality.

Step IV: After the jobs have been re-prioritized, those that are the top choices are dealt with. The Negative Response Chart is used for each negative response as a means of breaking each response into specifics. One grid is used per response. It is important that the students be encouraged to think of all the specific reasons that make the response negative. Each specific reason is listed.

Step V: After all specific reasons have been listed for each negative response, the students brainstorm possible solutions for each reason and write those solutions under the headings "Possible Solutions". Thereafter, the solution for each reason that appears as the most reasonable and likely is selected. If no solution appears as reasonable, "None" is written.

Step VI: After the above steps have been completed for each negative response, those responses and thus job possibilities which appear as having likely solutions are focused upon. The students determine action steps to be taken, in terms of what the student can do to investigate or realize the most likely solutions for each specific reason.

Outcome

After completion of this workshop, students should have a clearer understanding of vocational possibilities and a process by which to make vocational choices.

CAREER POSSIBILITIES

Job Titles	Job Availability	Family	Education	Risk	Personal Satisfaction

NEGATIVE RESPONSE CHART

Job Title_____

Negative Response to Heading_____

Specific Reasons	Possible Solution	Possible Solution	Possible Solution	Most Likely Solution	Action Steps
1.					
2.					
3.					
4.					

Example

CAREER POSSIBILITIES

Job Titles	Job Availability	Family	Education	Risk	Personal Satisfaction
1. Chef in restaurant	yes	no	yes	yes	no
2. Nutritionist	yes	yes	no	yes	yes
3. Caterer	no	no	yes	yes	no
4. Home economics teacher	yes	yes	no	yes	yes

Example

NEGATIVE RESPONSE CHART

Job Title Nutrionist

Negative Response to Heading Education

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Specific Reasons	Possible Solution	Possible Solution	Possible Solution	Most Likely Solution	Action Steps
1. Need money in order to go to college;	get a part-time job;	obtain financial aid for tuition;	borrow the money	obtain financial aid	will call VSAC and a CCV counselor to find out about financial A.d;
2. Need child care if go to college;	find a babysitter;	find a day care center;	go to school at night when husband at home;	take night courses when can, and use a day care center some;	will investigate day care centers in the area and the availability of financial assistance for child care;
3. Need transportation;	buy a car	form a carpool		form a carpool	
4.					will check with counselors to find other students who live near me;
5.					will put an article in the CCV newsletter about forming a carpool

INTERVIEWING EXERCISE

Purpose

To assist students in formulating questions to be used when interviewing resource people about possible vocations.

Procedure

A resource person who has some general knowledge about various vocations is invited to the class. This person could be another counselor, a teacher supporter, or a personnel person from Employment Security, etc.

Each student then asks the resource person three questions about vocations which arouse his/her interest. The resource person answers those questions he can.

After all questions have been dealt with, the resource person gives feedback to the students on how effective the questions were. In addition, the group talks about additional information that should be sought in such an interview.

After discussion, the students re-formulate their questions and role-play the interviews in groups of two or three.

Outcome

As a result of the exercise, each student should have formulated a list of interviewing questions of pertinent information to seek from resource people.

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DEVELOPING COMPETENCE STATEMENTS

Our special thanks to the Capital Higher Education Service of Hartford for their help in developing parts of this packet.

DEVELOPING COMPETENCE STATEMENTS

Purpose

This packet is intended to provide the instructor with materials and ideas for exercises to help students write good, specific statements of competence acquired from prior experience. Although these exercises may be used with individual students, they work best with groups in the early phases of the degree development sequence.

Procedures

The materials are sequenced to take students from a broad inventory of their work and life experience, through identification of what they have learned from the experience, to articulation of specific competence statements suitable for evaluation.

Contents

A. Exercises and suggestions for using them:

1. Life Experiences List Exercise
2. Significant Experiences Exercise
3. Life Experience Analysis Exercise
4. Competence Areas Exercise
5. Competence Statement Sheets
   Writing Your Statements Exercise
6. Voting on Statements Exercise
   Examples of Competence Statements

Outcomes

When they have completed the packet, students will:

- have a set of sheets for the competence areas on which they have written good statements of competence in essentially the format that appears on the sample;
- recognize that they have, indeed, been acquiring a good deal of competence through their experiences;
- be able to state that what they have written is a good representation of their present competence as it relates to their degree goals;
- have a firm basis on which to move into the next part of their degree development sequence.

Exercise #1 - "Life Experiences List"

Purpose

The purpose of this exercise is to help students put down all of their previous life experiences as raw data for later analysis. Instructions are on the form on the next page.

Procedure

When introducing the exercise, you may find it helpful to refer to the list as a résumé. It is, of course, only the foundation for a good résumé, but this gives it a familiar ring. Some students may be helped by actually drawing a "time line" and graphically illustrating how their experiences fall along it.

If several students know one another, résumé sharing can result in helpful changes and additions of experiences that friends see as particularly significant.

Some students may identify experiences of great significance but short duration. Encourage them to include these as well.

Outcomes

When completed, students will:

- have a list similar to the sample
- be satisfied that their list is comprehensive and catches all of their significant post-high school experience.

LIFE EXPERIENCES LIST

The purpose of this exercise is to give you the chance to list all the major experiences of your life so far. This will provide you with "raw data" for later analysis.

Begin the list when you first left school or went out on your own and continue right down to the present. Any experience may qualify, but if you have difficulty deciding, think of those lasting for at least a month. Some areas to consider are: jobs, volunteer work, special training, raising children, travel, good books read, hobbies, personal encounters, or formal education.

Below is an example of what a list might look like, in part.

DATES	EXPERIENCE	COMMENTS
Summers and 7/58 - 9/60	Worked with pulp cutting crew and lumber company	Learned how hard it is to make a living!
10/60 - 12/63	U. S. Army Signal Corps	Went in a private and came out a sergeant.
1/64 -------	Fell in love and married my wife	No comment.
1/64 - 3/64	Took course in real estate brokering and law; passed examination	I think this was when I began to want to get someplace in life.
1/64 - present	Joined Westmont Methodist Church and began working with the aged.	This started me thinking about other people for once!
4/64 - present	Began selling real estate on the side; this eventually developed into my own small firm.	
8/68	Had our first child; read Dr. Spock cover to cover and everything else we could find.	This had to be one of the most important things that ever happened to me.
10/70	Had our second child; didn't read a thing.	Ditto
5/67 - 7/67	Went to Mexico with church group and stayed on later.	Gave us a chance to practice our Spanish; awful food, but nice people!

Exercise #2 - "Significant Experiences"

Purpose

This exercise is intended to help students cut things down to a workable size and identify those experiences which they will analyze in detail in the following exercises. Instructions are on the form on the next page.

Procedure

If students have difficulty narrowing down their lists, you might encourage them to combine several experiences under a single heading. Suggest also, that they consider carefully the experiences which resulted in learnings of clear relevance to their future goals. Be careful at the same time, however, not to lead them to ignore experiences which are not immediately and apparently relevant, for these may prove later to have had important lessons.

Some students will cite negative experiences, such as losing a job or being divorced. Very often these turn out to be very important learning experiences. Encourage students to reflect on these if they appear to want to do so.

A discussion about why students considered the chosen experiences to be significant often helps to set the stage for identifying what they learned from the experience.

Outcomes

When completed, the students will:

- have a short list of 6-10 experiences which they consider significant
- be able to discuss why they chose these experiences.

SIGNIFICANT EXPERIENCES

The purpose of this exercise is to help you narrow things down to a more workable size. You are to select from among all your experiences those which seem most significant. If you have trouble deciding, consider these questions:

- did you get a sense of accomplishment from it?
- do you feel you learned something important?
- did you gain new knowledge? skills? attitudes?
- does what you learned seem to relate to your degree goals?

As you decide, jot down a short identifying phrase beside each number below. Don't worry about the order.

1.

2.

3.

4.

5.

6.

7.

8.

Exercise #3 - "Life Experience Analysis

Purpose

This helps students to reflect closely on each significant experience so they will begin to separate their learning from the experience, itself.

Procedures

A variety of activities can be used.

a. Ask a member of the group to share what he has written on one of his sheets. Encourage others to ask questions clarifying what was learned. This also gives you a chance to point out any exemplary statements. In this way, you encourage the reader with positive feedback and you provide the others with a model to follow.

b. Divide the group into pairs and have one person interview the other about what was written. Then reverse roles. Not only does this set a tone of mutual helping in the group, it also lets you identify pairs that work well together and those that don't.

c. Ask members to take an experience analysis sheet home with them and share it with someone who knows them well and with whom they feel comfortable. Better still, suggest that they try to share with someone who took part in the experience with them.

d. After the group has worked with several analysis sheets, ask students to reflect on the difference between "learning" and "having an experience". This can lead to fruitful discussion about how people learn. As students come to feel more comfortable with the idea of themselves as "constant learners" they begin to feel more comfortable about structuring their own learning opportunities.

Outcomes

If successful, these exercises should help students discover that:

- it is safe for me to share some of my experiences and learning with others;
- there is an important difference between learning and experiencing;
- I have learned more than I thought in life and I might be "OK" after all.

LIFE EXPERIENCE ANALYSIS

The purpose of this exercise is to help you think in detail about each of your significant experiences. This information will be important as you begin to develop your study plan further.

_____ _____

No. Experience

1. Briefly describe the experience and what you did -- or what happened to you.

2. Why was this a particularly significant experience?

3. What do you now <u>know</u> that you didn't know before?

4. What can you now <u>do</u> that you couldn't do before?

5. What do you now <u>believe</u>, or feel, that you did not before?

6. If someone else were going to do what you did in this experience, what skills, knowledge, attitudes, or qualities would they develop?

7. How do you think what you learned applies to your future degree or personal goals?

Exercise #4 - "Competence Areas"

Purpose

In this exercise, students are to relate what they have learned to the CCV areas of competence.

Procedure

At this point, students begin to shift into the CCV areas of competence. As this demands a change of perception, it is important that they develop at least some sense of what the areas of competence mean before they begin to work with the sheets. A useful technique is to have students "brainstorm" possible meanings and illustrations. Without censoring, place the ideas on the board or on newsprint. This usually results in a great variety of interpretations and students inevitably discover learnings they had not thought of before.

You may choose at this point to introduce the supplementary materials provided by the college for further definition.

As the students begin filling out the sheets, emphasize again the importance of writing down "things you know or can do" rather than descriptions of experiences they have had.

Outcomes

When completed, students will:

- be able to list their learnings under the appropriate CCV areas of competence;
- be able to define in their own terms, what the areas mean to them.

COMPETENCE AREAS

This exercise is designed to help you organize your learnings according to the broad areas of competence used by CCV. To begin, make sure you have a good understanding of the meanings of each competence area listed. Then, go over your sheets from the previous exercise and jot down your learnings in the appropriate places.

REMEMBER: By now, you should be talking about skills and knowledge you learned, not the experiences or where you learned them.

Self-awareness

Interpersonal competence

Community Relationships

Cultural and historical awareness

Interaction with physical environment

Physical competence

Creative competence

Analytical competence

Knowledge

Communication

Exercise #5 - "Competence Statement Sheet"

Purpose

The purpose of this exercise is to help students develop statements of competence that are specific enough to allow direct assessment and validation. Students should be encouraged to think of these statements as assertions which they will gather evidence to prove. Thus, the more specific and observable they are, the better.

Procedure

To begin, select an area of competence, such as "communication". Have students develop a broad sentence that relates to it, such as "Can communicate effectively in oral form". Consider this a "first level" statement.

Then have each student make a list of "second level" statements -- statements about skills or knowledge that identify (in this case) types of oral communication which they feel they have. The brainstorming from the previous exercise is useful here. After about ten minutes, ask people to share their lists. Pool them on newsprint or a blackboard. During this process, a lot of questions are asked and points clarified.

Next, take one or two of the second level statements and break them down into "third level" statements. These should be specific to each person's particular skills. There is a tendency in a group to make them apply to everyone, so remind students that these are the basis on which they will be gathering their own evidence and hence must be related to their own skills and knowledge. This might be a good time to give them the sheet, "Writing Your Statements".

Throughout the process, keep the group touching bases with first and second levels while working on the third so that all connect and are consistent. It is easy to forget to do this because it takes so much concentration to get good third level statements. But the whole point is to have a study plan or contract that is an integrated whole, not just pieces of a student's life put together in some unrelated format.

As students grapple with these "I can's", they sometimes unearth a number of "I cannot's". That's fine, for they form the basis for identifying new areas for future learning. Students should feel free to write statements beginning with "I want to..." as well as "I can". These will be incorporated into the full study plan developed in the next set of materials.

Procedure (Cont'd.)

Another way to help students develop second and third level statements is to use qualifying adjectives at the higher level and define them at the lower. Hence, second and third level statements can be developed for the above "communication" statement by asking students what they would mean by "effective" communication. The definition might then include statements about "clear organization", "correct spelling", or "appropriate use of language".

You may find it helpful to offer them sentences to complete, such as:

"I can _____ so that _____.

or

"If someone asked me _____ I would_____

_____ so that _____.

Outcomes

When they have completed the packet, students will:

- have a set of sheets for the competence areas on which they have written good statements of competence in essentially the format that appears on the sample;
- recognize that they have, indeed, been acquiring a good deal of competence through their experiences;
- be able to state that what they have written is a good representation of their present competence as it relates to their degree goals;
- have a firm basis on which to move into the next part of their degree development sequence.

WRITING YOUR STATEMENTS

What is a good competence statement?

A good competence statement describes your learning in terms of what you know or can do. It should be clear, specific, and observable. It should also describe a skill or knowledge that can be applied in more than one situation. And finally, a good statement should be written in such a way that you can readily demonstrate the competence to another person.

Why good statements are important

In CCV's competency-based program, we ask you to develop your own statements of competence. We do this because we believe that helping students to identify what they have learned and provide evidence is at the heart of learning how to learn. Since we are focusing on what was learned rather than how it was learned or taught, it is most important that you be able to provide evidence that you have learned. To do this, it is necessary to describe the learning in a way that can be observed and evaluated.

How to do it

The easiest way to write good statements is to go from the general to the specific. Start a sentence with:

I have learned that.....
I know about.....
I learned how to.....
I understand.....

Then, make it more specific by asking yourself,

"What can I do that would show someone else what I have learned?"

Some words to try

Here are some words that might help you be more specific in developing your statements.

Social	Manual/Physical	Intellectual
participate	hike	write
establish	knit	identify
trust	compete	design
rapport	sew	develop
give a talk	type	organize
interview	run	determine
counsel	sing	predict
help	strum	create
cooperate	ski	combine
perform	swim	expand
volunteer	contort	define
relate		

COMPETENCE STATEMENT SHEET (sample)

Area of competence: Communication

STATEMENTS OF COMPETENCE	LEARNING EXPERIENCES
I. I can communicate effectively in oral form	
A. I have interviewing skills	
1. I determine right questions to ask beforehand	Volunteer work and training workshops with Planned Parenthood
2. I can put the other person at ease	
3. I can ask for information clearly	Interviewing, by Parnes (book list)
B. I can give talks to small groups so that	
1. people understand what I'm saying	PTA President
2. people are interested and ask questions	Church Missionary work
II. I can communicate effectively in written form	
A. I can write reports and papers that are	
1. grammatically correct	"Write On!" (CCV)
2. organized clearly	"Women in Literature" (CCV)
3. interesting to read	Paper on Emily Post as radical feminist.
— etc. —	

COMPETENCE STATEMENT SHEET (sample)

Area of competence: Self-awareness

STATEMENTS OF COMPETENCE	LEARNING EXPERIENCES
A. I can identify my strengths and weaknesses in dealing with other people	
1. I can establish good rapport with young people, by	
a. sharing their emotions and interests	Church work Mother of three
b. speaking to them at their level but without "talking down"	
c. helping them to get along well together	
2. I can accept feedback from others	
a. without acting too defensively	Group living workshop series
b. so I can change appropriately	
3. I need to develop more patience with people who think differently by	
a. trying to see things from their side	"
b. understand better why I'm impatient	
B. I am able to identify my career goals and plan to meet them.	
1. I can find out what skills are and relate them to possible jobs	Career Exploration Workshop (CCV) The World of Work (CCV)
-etc.-	

Exercise #6 - "Voting on Statements"

Purpose

To assist students in understanding what is a good competence statement.

Procedure

Either of the following lists of competence statements is distributed. The students are asked to choose which statements are the most and least acceptable.

The students then vote through secret ballot. After the votes are tabulated and announced, discussion is held about the good and bad points of each example.

Outcomes

After completion of this exercise, students should be able to recognize good competence statements and have a firm basis on which to write their own statements.

EXAMPLES OF COMPETENCE STATEMENTS

Communication

___ 1. I can take messages on the phone by listening carefully to get all necessary details including the phone number of the caller when required, by asking questions to pinpoint the circumstances and necessary information, speaking distinctly and clearly, and by writing the gathered information concisely and completely.

___ 2. I have the ability to compose legal material, such as decrees and orders, grammatically and legally perfect.

___ 3. I have written progress notes, interdepartmental memos, treatment plans, current resumes and problem lists. I have written a report on mental health in Vermont. I have written a report on field trips, conducted group and individual sessions with clients, and have been a class instructor.

___ 4. The attached letter from John Kilton, my instructor in the public speaking course, to Robert Lewis, who was my immediate supervisor at the time, indicates my ability to communicate orally.

___ 5. I can interview persons for specific job qualifications:

a. I can listen and comprehend what is being said;
b. I can articulate my thoughts and the job specifications clearly and concisely;
c. I can be direct, yet pleasant and polite;
d. I can record information accurately for the person making the appointment;
e. I can communicate by telephone or letter to verify the credentials of the applicant;
f. I can make oral or written recommendations to the person in charge as to the desirability of hiring or not hiring the applicant.

___ 6. I am able to communicate non-verbally through the use of the manual alphabet and some hand signs.

___ 7. I have the ability to understand and be understood through phone medium.

___ 8. I played Lady Macbeth in the Little Theatres production of Shakespeare's "Macbeth".

EXAMPLES OF COMPETENCE STATEMENTS

Interpersonal Relationships

___ 1. I am trained to help people deal with emotions and problems of life situations, and to deal with both medical and psychological emergencies.

___ 2. I directed a very successful vacation church school in 1971.

___ 3. I have worked productively with both my customers and co-workers as a supervisor in our business and in my banking experience as a teller. I can clearly explain procedures, sometimes firmly to objecting customers, and work well with different personalities that could clash if the wrong opportunity arose.

___ 4. I have helped Headstart children develop positive self-image, motor skills, intellectual skills, and social skills.

___ 5. I enjoy meeting new people and can relate well to people with a different life style, background, and culture from my own.

___ 6. I taught skills in silk-screen and painting to different groups of the Vermont community. My goals were to explain the processes involved in my work at the same time that I explained to the public the unique lifestyle of craftspeople.

___ 7. I can help children develop socially by providing group activities, by using toy telephones, by encouraging constructive play in the dollhouse, by setting up puppet shows, by encouraging them to role play.

___ 8. I know how and when to listen to others:

a. I am centered enough to be able to forget myself in order to hear what is being verbally and non-verbally said;
b. I can pick up nuances in speech, tone variations, i.e. irritability, anger, fear, depression, or confusion;
c. I realize that what is being said does not always convey what is felt most deeply.

DEVELOPING
YOUR
PLAN

DEVELOPING YOUR PLAN

Purpose

This package is designed to help the student develop a good, clear learning plan that builds specific learning objectives on top of competence that the student already has.

Procedure

Although there is a clear sequence to the materials, you may not choose to use each part in a lock-step manner with all students. Some will be far more able than others to work easily with what is here. For that reason, we do not recommend that you hand out all the materials in the packet to everyone at once. Rather, work with the group in such a way as to allow individuals to proceed at their own pace. Often smaller sub-groups can work together on particular exercises. You may also find it possible to have special times when those who are more advanced can work to help those who are having difficulty.

For those who need the structure, here it is; those who do not should be encouraged to explore their own systems. We do recommend, however, that students have a clear idea of the end product of the sequence, regardless of how they choose to get there.

Contents

1. To the Student
2. Where I Want to Go
3. Competence I Will Need
4. CCV Program Requirements
5. Competence Summary Sheet
6. Planning Sheet
7. Study Plan Summary Sheets - past and future
8. Voting on Statements Exercise
   Examples of Statements of Competencies to be Learned

Outcomes

The result of this section should be a clear study plan, show the Local Review Committee where he is, where he is going, how he'll get there, and how he'll demonstrate that he's there.

TO THE STUDENT

How to use these materials

The purpose of these materials is to help you move from a general idea about where you want to go and what you want to learn, to a specific plan of how you will get there and how you will show the world that you have arrived.

There are several steps. Each will have you doing some writing and thinking -- sometimes in a very general way and sometimes in a specific way. Here they are:

1. Where I want to go

   This is a kind of checkpoint to help you decide if you are ready to develop a specific plan. It consists of a short summary sheet to read and then of a worksheet on which you are to answer some questions. If you are comfortable with your answers, you will go on; if not, you should consider talking with a counselor to decide on the best course of action.

2. Competence I will need

   This sheet asks you to sketch out, without reference to CCV's requirements, the skills and knowledge you will have when you arrive at your destination. The idea here is to be as complete as possible about what you want to be able to do or know when your contract is complete.

3. CCV Program requirements

   Once you have completed step 2, it is time to check with the appropriate CCV program to see how these plans mesh with program requirements. For this step, there is a sheet explaining your choices. If it is not clear to you, ask your counselor.

4. Competence Summary Sheet

   At this point, it is time to pull together your findings in step 2 and 3 above. Here, you will list in a general way everything you will need to complete your contract. Then you simply check off what you feel you already have. This lets you see what you still need to learn.

5. Planning sheets

In this step, you spell out details for each thing you still need to learn: exactly what you will need to learn, how well, where, when, and how you will learn it. You also begin thinking about how you'll prove you have learned it. It may require a good number of sheets and a lot of thought.

6. Study Plan Summary Sheets - Past and Future

This is where you can summarize and collect in one place all of the thinking you have done on your detailed planning sheets. These will provide you with well-organized information to take to your Local Review Committee. The "Past" sheet summarizes competence you feel you already have. The "Future" sheet is where your plans all come together.

By the time you have completed all these steps, you should have a pretty clear picture of where you want to go, how you will get there, and how you'll demonstrate that you're there.

At this point, if you have not already done so, you should take the plan to your Local Review Committee. They will help you fill in some blank spaces, clear up uncertainties, and generally give you an idea of whether you are on the right track. This way, if you have any questions about how you're doing, you can get an answer early.

WHERE I WANT TO GO

By the time you actually get down to developing your plan, you probably have a pretty good idea of where you want to go. If you are directing your studies toward a career, you ought to know by this point what that career area is and you should have in mind several possible types of jobs in the general field. For instance, if you know you want to make a career of managing a small business, you ought to be thinking of several business people who are doing the sort of thing you want to do. They can be enormously helpful to you in your planning.

On the other hand, if you are "just exploring", say, in the General Studies area, you still ought to have a general sense of where you want to focus. Remember, in a competency-based program, you don't just pile random courses on top of each other until you reach degree level. It is important for you to develop a clear idea of where you want to end up -- even if you find yourself changing several times. This means that during this next process of developing your study plan, you will be asked to get pretty specific about what you want to learn.

If, for any reason, you still are not sure of where you want to go, but want to get started with your plan anyway, you would do well to talk with your counselor. He or she will have some ideas for exercises you can try that will help you to focus more clearly on the road ahead as you move along.

The next sheet provides you with a space to write down your ideas about your destination. When you feel comfortable with your answers to the questions on it, then you are probably ready to go ahead with the specifics Here are the questions:

1) What do you see yourself doing, or being like, when you have completed your degree work with CCV?

2) In general, what will you have learned by that time?

3) How will having a degree help you?

4) Which program do you intend to use in designing your plan?

If you feel that you have already written the answers to these questions elsewhere, it is not essential that you do so here. But we hope the sheet will give you the chance to get it all down in short, simple words in one place.

WHERE I WANT TO GO - Check Sheet

The purpose of this sheet is to give you a chance to write in one place, as simply as possible, where you want to go. Consider it a checkpoint. If you are comfortable with your answers, you are ready to go on; if you still have blank spaces, perhaps you ought to speak with a counselor and consider going back to work some more in clarifying your goals or deciding on a career.

1) What do you see yourself doing, or being like, when you have completed your degree work with CCV?

2) In general, what will you have learned by that time?

3) How will having a degree help you?

4) Which CCV Program do you intend to use in designing your plan?

COMPETENCE I WILL NEED

This exercise will give you a chance to expand on your answer to question #2 in the previous sheet. The idea here is to get more specific about what you will know or be able to do when you finish your contract. Try not to be influenced by what you already know or can do, or by what the college requires. Rather, keep your focus simply on what skills and knowledge you want to have.

****

I want to be able to do these things:

I want to know these things:

CCV PROGRAM REQUIREMENTS

As you know, CCV (for once, like every other college) does expect that if you wish a degree you will meet certain requirements. The difference, of course, is that instead of requiring courses, we require that you be "competent" in certain areas. This is an important difference, for it leaves you free to demonstrate competence if you already have it (instead of taking courses in what you already know), and it allows you to design a variety of learning experiences other than just classes.

If you are interested in working with people -- especially in the areas of counseling, child development, or education, you should consider the Human Services Program. This consists of a core of skills and knowledge common to all the human services, and sets of other competencies specific to the three specialty areas above. To receive the degree, you must complete all of the core and certain of the specific competencies, depending on what area you choose.

If you are interested in administrative work -- especially in the areas of office occupations, management, or marketing, consider the Administrative Services program. Like the Human Services program, it has a core of competencies and more specific ones for its three specialty areas.

If you are sure of which program you want, but don't wish to specialize further, you can combine the core with a selection of the study area competencies and receive the degree labeled (Human or Administrative Services) "General".

If you want to develop your degree contract in an area other than Human or Administrative Services, or if you wish to combine the above two then you should go to the General Studies Program. This consists of a number of competencies from which you are to select fifteen. They emphasize "processes" rather than "content". That is, they ask you to pursue your studies in certain ways, but do not tell you what you have to study.

If, after carefully considering these alternatives, you still want to try something else, you have these choices:

1) You may substitute your own competence statements for the college's, provided you receive the approval of your local review committee.

2) You may develop your own approach to the contract, provided you recognize the specifications made available by the college.

3) You may appeal your case to the CCV Review Board for special consideration.

COMPETENCE SUMMARY SHEET

_____
Program and Area of Focus

GOALS	I have all	I have part	I still need

PLANNING SHEET (Sample)

In the previous exercise, you identified a number of competencies that you felt still needed development, either wholly or in part. This exercise will give you a chance to think your way through in much more detail what specifics you want to learn, how well you plan to learn them, in what way you will learn them, when you will do it, and finally, how you will demonstrate what you have learned. Use a separate sheet for each major piece of learning.

---

1) What specific skills and/or knowledge do you want to learn?

I want to learn to write better business letters more easily. I also want to write good reports.

2) How well do you want to learn it?

"Better" letters and "good" reports mean:
- correct spelling and punctuation
- clear organization of ideas in paragraphs
- no jargon

"more easily" means:
- so I can write a good letter in 15 minutes' notice

3) How, or where do you plan to learn it?

I want to take the course "Better Business Writing." I also plan to have it part of my objectives for my OJT in the office.

4) What date do you hope to learn it by?

By June 1st

5) How do you plan to demonstrate what you have learned?

Two ways:
1) By writing letters in my course that the instructor agrees meet my criteria above.
2) By doing successfully in a business-letter-writing part of an "in-basket" test on the OJT at work.

II, e, 7a

STUDY PLAN SUMMARY SHEET - Past

Skills/knowledge already learned	Learning vehicle	Demonstration

II, e, 7b

STUDY PLAN SUMMARY SHEET - Future

Skills/knowledge to be learned	Learning vehicle	Demonstration	Date	Done

"VOTING ON STATEMENTS" EXERCISE

Purpose

To assist students in understanding and writing good competence statements that reflect specific skills and knowledge to be learned.

Procedure

The list of competence statements on the following page is distributed. The students are asked to choose which statements are the most and least acceptable.

The students then vote through secret ballot. After the votes are tabulated and announced, discussion is held about the good and bad points of each example.

Outcomes

After completion of this exercise, students should be able to recognize good competence statements and have a firm basis on which to write their own statements of skills and knowledges to be learned.

EXAMPLES OF STATEMENTS OF COMPETENCIES TO BE LEARNED

___ 1. I would like to learn about mushrooms so that I could locate their likely habitats and distinguish between edible and inedible ones. I plan to follow an instructor on her mushroom gathering expeditions during the months of August and September and to read Under the Toadstool. By the end of my study, I will be able to locate mushrooms and distinguish between edible and inedible ones.

___ 2. I would like to learn the advantages and disadvantages of an open classroom environment for first and second graders. I would also like to be able to teach effectively in an open classroom. I will take the CCV class in Open Classroom Education next semester and will demonstrate my abilities within the classroom to my On-The-Job Learning supervisor for her evaluation.

___ 3. I plan to take the CCV course in Surveying and Mapping next semester.

___ 4. I want to learn the names and identifying characteristics of all the wild flowers I see during my walks in Vermont. I intend to use Peterson's Guide to Wildflowers and any additional guide which may help me in my objective. My intention is to be able to readily identify wildflowers for my own satisfaction and eventually for the enlightenment of my children.

___ 5. I would like to travel the world as a geologist learning of rock types and geographic changes on the seven continents. I want to learn from my travels the basic changes in the earth's structure and perhaps the influence of geological changes on human life.

___ 6. I want to be able to see stars* for quite a short time** when I have been rapped smartly on the head by a heavy blunt object***.

*a multitude of stars, e.g. the Milky Way
**somewhere between an instant and a moment
***like the back wheel of a steamroller

7. I am aware of the economic necessity of conserving our diminishing natural resources. Because of the rapid depletion of our fossil fuel supplies, we as conscientious citizens must do everything possible to conserve our increasingly scarce energy sources. I would like to play my part in the alleviation of this problem by installing a wood furnace to centrally heat my twenty-three room house. I want to learn to install the furnace correctly. Before next winter, I will:

-take a plumbing and heating course (from CCV if possible) to learn the principles of heating with wood and how to install the furnace safely and correctly;

-undertake an independent study this autumn and next spring in the forest adjacent to my land to identify the correct sources of firewood.

8. I want to be able to design a work setting for four staff members so that there is optimum communication yet enough privacy for concentration. I hope to learn more about the advantages and disadvantages of various office situations through my management and my architecture courses next term.

VALIDATING YOUR COMPETENCE

VALIDATING YOUR COMPETENCE

Purpose

This packet is written to the student and is intended to provide guidelines so that she can go about gathering evidence and validating her competence on her own.

Procedure

Although this may be given to the student at any time, it is recommended for use after the student has completed the plan and had it reviewed initially by the Local Review Committee.

Contents

- To the Student

A. Demonstrate your competence

B. Gather evaluations from past situations

- sample letter to assessor
- guidelines for assessors
- sample letter from assessor

C. Gather documents

D. Take a test

E. Take a product to your Committee

F. Validation Summary Sheet

G. People to Contact Sheet

Outcome

When completed, the student should have a full portfolio of evidence such that the Local Review Committee can assess readiness for the degree.

TO THE STUDENT

Because CCV is competence-based, you can receive recognition toward your degree for knowledge and skills you already have rather than solely for courses you have taken. This is not to say, however, that "CCV gives credit for past experience". That all depends on what you learned from the experience. CCV recognizes learning, not experience. It also depends on how well you demonstrate, or otherwise provide evidence of your competence. The purpose of this section is to help you determine the best ways to prove what you know and can do.

How to do it

By the time you reach this point, you should already have developed your statements of competence. These are simple, clear assertions of what you know or can do.

At this point, you need to provide evidence backing those statements.

A. Demonstrate your competence to an expert or group of experts.

This can be done in a variety of ways, including oral examinations, simulations, on-the-scene observations, or product assessment.

B. Gather evaluations of your competence from people who have seen you demonstrating it in the past.

These are generally in the form of letters from previous supervisors, employers, or others who are familiar with your particular competence.

C. Present documents and other evidence of accomplishment.

Transcripts from other colleges, licenses, job ratings, and photographs or newsclippings are appropriate here.

D. Take a test.

A variety of pre-packaged objective tests are available as well as special performance tests. It is also possible to arrange for a knowledgeable person to develop and give you a test in a particular area.

E. Take a product with you to the Local Review Committee.

In the past, students have brought everything from their own dancing skills to artwork to samples of cooking to the committee for assessment.

A. DEMONSTRATE YOUR COMPETENCE

Suggested here are several ways to demonstrate your skills and knowledge to experts or knowledgeable people in the community in a formal way so that you will have a written assessment of your competence to take to the Review Committee.

Situational observation

The basic idea here is to have someone watch you perform under actual circumstances. You might invite a knowledgeable person to come and observe you in action for a period of time, or you might record your performance on video or audio tape. The evaluator would then review the tape and make comments.

Simulations

This is similar to situational observation except that it is done under special, artificial circumstances. There are a variety of ways in which this can be done, including leaderless groups, "in-basket exercises", case study situations, or role-playing sessions. In all, it is important that the situation be designed to test for the particular competence in question, and that the evaluator(s) are clear about what to look for. Counseling candidates, for instance, might demonstrate group process skills in a leaderless task group.

Oral Interviews

Most commonly, this involves setting up an interview with an expert or group of experts in your field and asking them to evaluate your skill or knowledge in a particular area. Someone who has done a lot of work in psychology and wants to validate competence in this area might sit down with a skilled practitioner to discuss and demonstrate what she has learned.

Product Assessment

If you have done a series of paintings, written music, kept diaries of your travels, or produced independent research, you could take a sample of this work to an evaluator in the community and have it assessed. Indeed, because these tend often to be subjective assessments, you might consider having more than a single assessment done. Make sure, in any event, that the assessor comments in a specific way as to what competence the product demonstrates and how it does so.

Some considerations

Naturally, you will want to present the best possible evidence that you can to your committee. Students sometimes are unsure when they have "enough" evidence. It is important to realize that quality is far more important than quantity. One piece of good evidence is worth a dozen hazy pieces. For that reason, consider these general criteria for good evidence.

Evidence will be stronger when:

- it is specific to the particular skills and knowledge rather than being a general affirmation of your character;
- it is directly demonstrated to someone of known expertise and objectivity rather than someone of questionable competence;
- it is recent rather than several years old;
- it is plentiful enough to be convincing but not so much that it overwhelms the committee;
- it allows the committee to determine clearly what is fact and what is opinion;
- it is "objective" enough so that several different people would arrive at similar conclusions;
- it is clearly "honest" rather than looking like a "whitewash".

At the same time, there are obviously some practical considerations. The college does not expect you to have all documents verified by a notary. Nor is it reasonable to expect that you must take days to develop a way of demonstrating a skill that is relatively minor in your overall program. Nonetheless, given practical considerations, you should still consider carefully how you can provide the strongest possible validation of your competence. On the following pages, each of the ways listed above is described in detail. When you begin working with the "competence summary sheet", think closely of what would be the best way to use that information.

Summary Sheets

These have been provided to help you plan and organize your validation procedures. If you have difficulty keeping track of all your materials, these may help.

B. GATHER EVALUATIONS FROM PAST SITUATIONS

In this case, you will ask people who have seen you perform in the past to comment on how well you know or can do what you have asserted in your statements of competence. This is different from direct demonstration in that you are not setting up a specific assessment situation. It is different, too, from simply gathering old documents because you will be asking people to comment specifically on competence that you want evaluated.

Most commonly, this is done by writing a letter to the assessor explaining the situation and asking for a letter in return commenting on your specific skills and knowledge. Make sure that you include the following information:

-why you are writing
-what specific competence you want them to assess
-how you would like them to do it
-when you need a response by
-where they should send their reply

To help you, we have included a sample letter and set of guidelines for assessors. You might choose to incorporate the guidelines into a single letter or you might simply write a general letter similar to the sample (but not identical!) and send the guidelines along as they are.

REMEMBER: Your evidence will be stronger if the assessors you choose are people known to be knowledgeable in your field but also who know you and your competence well. It is better to have an honest response from a person of recognized integrity, even if it is not completely favorable than a glowing report from a close friend. Finally, be sure the person knows that his comments will be seen by you.

In general, this form of evidence is best in cases where it is not practical to set up a specific situation to demonstrate your competence. But it is not as strong evidence as a direct demonstration of your competence. The best examples of this approach are when the assessor speaks directly to the skills and knowledge that you have outlined in your letter.

In general, the ways suggested here will provide you with the strongest evidence of your competence. Make sure that the people you select as evaluators are knowledgeable and trustworthy. Make sure also that they are very clear as to what they are to be evaluating. And finally, be certain that the evaluations they write are clear, specific, and speak directly to your competence.

Sandy McCarthy
R.F.D. #2
Bridgton, VT. 05243
October 7, 1974

Mr. E. M. Cowley, Mgr.
Adler, Fizzlewick and Sons
43 Bridge Street
Clearwater, VT. 05113

Dear Mr. Cowley,

I am writing to ask you to help me document some of the skills that I developed while I was a clerk and secretary at A.F. and Sons. This is in partial fulfillment of my degree contract in Administrative Services with the Community College.

With this letter is a sheet of guidelines that I hope will explain what needs to be done. To put it simply, would you please write a letter stating whether and how well I can do these things?

- Set up a simple, effective filing system;
- Type with speed and accuracy;
- Write appropriate replies to routine correspondence;
- Answer the phone courteously and take messages accurately;
- Use good judgment in decision-making.

This is asking a lot of you, especially at a time when you are unusually busy, but as I mentioned on the phone, this is a big thing for me. I never imagined I would have a chance to be a college graduate! Please accept my thanks for helping.

The letter can either be addressed to me or to the "Local Review Committee" at the Community College, but you should send it to me here at my home address. If you have any questions, please call me at 432-7441. And once again, thanks!

Sincerely yours,

Sandy McCarthy

Sandy McCarthy

PETER P. SMITH
PRESIDENT
PHONE: 828-2401

P. O. BOX 81
MONTPELIER, VERMONT
05602

STATE OF VERMONT
COMMUNITY COLLEGE OF VERMONT

Dear Friend of CCV:

You have been asked to write a letter on behalf of a CCV student. As you probably know, the College recognizes the value of learning acquired on the job and in everyday life as well as in the classroom. Your letter will help the student to provide evidence that the learning which he or she asserts actually did occur. These guidelines are intended to help you provide the evidence in the best possible way.

In general, your assessment will be more helpful as you:

1) Identify your relationship to the candidate and the conditions or situation in which you have observed the competence being demonstrated;

2) State specifically what competence (skills and knowledge) you are assessing;*

3) Indicate how well the person performed;

4) Describe the results of his/her activities (if this can be done within reason).

If you are not sure what competence to assess, you should feel free to ask the student to be more specific. It is important to know that you are not being asked to make a recommendation. Rather, you are asked to verify how well the candidate knows or can do what (s)he asserts.

This information will be public and in most cases you should return it directly to the student. Nonetheless, your statement will be most helpful both to the student and to his/her committee if it is entirely straightforward. We wish to thank you in advance for taking the time to provide as thoughtful and candid an assessment as possible.

Sincerely yours,

L. A. Daloz
Director
Learning Services

*in most cases, the candidates will inform you of these in advance.

A. F. G Sons

E. M. Cowley, Mgr.
October 11, 1974

Ms. Sandy McCarthy
R.F.D. #2
Bridgton, Vermont

Dear Ms. McCarthy,

In response to your request for validation of your skills practiced while at A. F. and Sons, I want you to know that I am delighted to hear that you are working toward your degree and I am more than happy to supply you with the information you have requested. As Manager of the firm, I watched your professional development for the five years, from 1968 to 1973, while you worked your way up from filing clerk to full office secretary. I would evaluate your skills in the following manner.

1. Set up a simple, effective filing system.

   Shortly after your arrival, you were asked to develop a revised filing system. This you did within two months, as I recall. The change in our office's efficiency was significant. So effective was the system, indeed, that it is still in effect today.

2. Type with speed and accuracy.

   I must say that I am unable to affirm just what your speed was, though we hired you as a "typist B" at the time and I believe this entails a speed of no less than 40 words per minute. As to accuracy, I can affirm without hesitation that you very rarely let any errors get to my desk for final signature. I pride myself on my attention to such details and you consistently outdid me.

3. Write appropriate replies to routine correspondence.

   Much of A. F. and Sons' correspondence involves responding to requests for information. Some requires personal response. While you were my own private secretary, you steadily increased the variety of letters to which you could write answers. Upon a few occasions, (as we both recall), those responses were not fully "appropriate", but in general you indicated competence here too.

4. Answer the phone courteously and take messages accurately.

   This is the only area where you might have some room for improvement. While you were always accurate, there were times when your strong personality occasionally led you to forget that the customer is always right. This is not a serious fault (for I was inclined to agree with you sometimes), but it is important to remember that the world has many kinds of people and a little Monday morning tolerance goes a long way.

5. Use good judgment in decision-making.

   With the minor exception mentioned above, good judgment was always one of your strongest attributes. You consistently were aware of the importance of saving money and materials. On several occasions when I was gone from the office, you kept things together and made a number of decisions on your own. You were never one to come running to "the boss" for every little detail. This is a great strength.

In general, I am most gratified that you are continuing to improve yourself - especially through such a fine institution as the Community College. Please don't hesitate to ring me up if you need any more information. I wish you the very best of luck in your future endeavors.

Sincerely,

E. M. Colwley
Manager

EMC/jw

C. GATHER DOCUMENTS

Most people find this a convenient way to provide evidence. They generally include the documents in the portfolio presented to the Local Review Committee. A broad range of these have been used, including:

- -newsclippings
- -licenses
- -photographs
- -job descriptions
- -diplomas
- -book lists
- -awards
- -military papers
- -college transcripts
- -letters of recommendation
- -diaries

Generally, this sort of documentation provides evidence that a particular event took place, such as a trip or a course, but does not speak directly to your competence in a specific area. Because it tends to confirm an experience, rather than learning, you should use such material with care. To be sure, newsclippings might provide important evidence of what you did as a community leader and would thus strengthen your portfolio. Indeed, in some cases, such as providing a photograph of a house you built, this may be the most sensible way to prove your competence - especially if it is not a critical part of your degree program. Nevertheless, you should bear in mind that evidence which does not clearly identify how well, as well as what you know or can do, will not be as strong as evidence that does.

D. TAKE A TEST

Although there are certain limitations to this approach, under the right circumstances it can provide you with very strong evidence of your competence. Here are some choices you might consider.

Standardized objective tests

The "College Level Examination Program" (CLEP) tests are available in a variety of college subjects, from English Composition to Psychology to Introductory Marketing. These may be taken directly through CCV's testing program. In addition, we will soon be able to provide standardized tests in real estate, brokering, and insurance. These tests are acceptable for transfer credit at most colleges. In addition, you might make arrangements with CCV or other college professors to take their final examinations even if you did not take the course.

Essay examinations

This old stand-by may provide you with another way to verify learning which does not fit easily into an objective test format. You might find it possible to contract with the teacher of a course that you were unable to attend to have him/her develop an examination for you. Or you might choose to take a list of readings to a knowledgeable person and have her develop a set of questions for you to answer. Still another use might be to ask an appropriate person to develop a set of problems on which to demonstrate your approach to problem solving.

Personality tests

As a part of their studies in testing, some students have taken standardized personality tests, such as the MMPI. They have incorporated the results both in gaining an increased sense of the uses of such tests and in developing a greater degree of self-awareness.

Performance tests

These tests are designed to evaluate how well you do certain things as well as how much you know. They are useful in demonstrating competence in areas such as typing, shorthand, foreign languages, and certain manual skills.

In general, most of these tests will provide good, hard evidence of your competence, but you should take care to see that you select tests which really measure what you intend and not simply your ability to take tests.

E. TAKE A PRODUCT TO YOUR COMMITTEE

This has proven an effective technique particularly in some of the manual and physical skills where students have demonstrated dance steps, displayed pieces of art work, and even brought samples of cooking. It is important, if you choose this method, to make clear to the committee just what they should be looking for in making their judgments. In cases where the product is too large, or cannot be moved, a photograph is generally acceptable.

It has also been the practice for students to present copies of written work directly to the Committee for assessment. This has occurred particularly to document competence in written communication and sometimes in analytical skills. Although there is no harm in using such papers as evidence, it is generally acceptable only as partial evidence, for the Committee rarely has time to read an entire paper during a meeting and to come to any sort of valid conclusions in so short a time. In such cases, you would do better to have an outside reader submit a written evaluation of your paper.

Although perhaps it should not be so, the committee is bound to make certain judgments about your competence merely by meeting personally with you and reviewing your materials. On the most obvious level, they will notice the degree to which you seem to have organized your materials and the neatness with which they are presented. This might be quite unimportant if you are in a field where these are not important attributes, but should you be claiming competence in organizational skills and written communication, a sloppy, misspelled contract may cause the committee to wonder. The same might be said about your ability to communicate orally and the confidence which you seem to demonstrate when you are discussing your work. It is important that you be aware of your own strengths and weaknesses in this area so you can plan your presentation accordingly.

In general, we suggest that you put most of your energy into having the actual evaluation of your work done outside of the Local Review Committee. This is not to say, however, that you cannot use the committee members as evaluators. On the contrary, most members are more than ready to work with you outside. But it is important to recall that the meeting time is short. Most of that time, especially in later meetings, is taken with overall review of your contract and of the evidence you have presented. It is not realistic to expect them to assess all of your competence from scratch.

VALIDATION SUMMARY SHEET

This sheet is designed to help you organize your plans for gathering evidence of competence. Use it to keep notes for yourself in compiling your portfolio.

Statements of Competence	How to Validate	Who Will be Contacted	Materials Needed

PEOPLE TO CONTACT

This sheet is designed to help you organize your plans for gathering evidence of competence. Use it to keep notes for yourself in compiling your portfolio.

Whom to Contact	What They Will Do	Which Competence	I Will....

COMPLETING YOUR CONTRACT

COMPLETING YOUR CONTRACT

Purpose

This packet provides information for the student as she is in the final stages of writing her contract.

Procedure

The enclosed materials pertaining to narrative writing should be used when the student begins writing her narrative.

The checklist should be given to students in the final stages of contract writing as bases to touch before the contract is submitted to the Review Committee.

Contents

1. To the Student: Writing Narratives
2. Pages for an Autobiography Exercise
3. Myth Writing Exercise
4. To the Student: Final Checklist

Outcome

When completed, the student should have completed her portfolio.

TO THE STUDENT: Writing Narratives

The narrative is an essential part of the contract, for it introduces you to others - the Review Committee, other colleges if you transfer, perspective employers upon request.

The narrative gives meaning to the remaining sections, for it ties the contract together and presents an overview of who you are. While the remaining sections will delineate of your specific skills and competencies, the narrative is a backdrop against which those skills can be seen, for it provides other essential information about who you are. It is a chance for you to say - "Yes, I recognize I have certain skills, but there are other things equally important about me that I want you to know about."

Therefore, items you should consider touching upon, when you write your narrative are:

- any experiences that were of great significance to you and which contributed to your present status;
- interests and values that are important to you;
- jobs or other learning experiences;
- your CCV experiences, past and future;
- goals and aspirations for the future.

There are no set rules regarding the length of the narrative. However, because the narrative should provide essential information about who you are, it is probably impossible to provide an adequate description in less than two or three pages. On the other hand, if your narrative is longer than five or six pages, you run the risk of including unnecessary information.

Before you begin to write, you should give some thought to organization. Although there are no set rules, possible formats which students have used in the past are:

- personal life, jobs, other learning experiences, future goals;
- skills, interests, values, future goals;
- intellectual skills, physical skills, social skills, future goals;

Upon completion of a draft of your narrative, you or a close friend should consider it critically, asking these questions:

- is it too short, so that it does not provide a complete picture of who I am?
- is it too long, so that it includes unnecessary information and is laborious to read?
- is it too personal or reflective, so that I would be uncomfortable with strangers reading it?
- is it not reflective or personal enough, so that it says nothing about the essence of who I am?
- is it missing important and significant experiences, interests, or values?
- is it lacking in any discussion of my goals and aspirations?
- is it lacking in organizational format, making it difficult to read and understand?

PAGES FOR AN AUTOBIOGRAPHY EXERCISE

Purpose

This exercise should assist students in:

1. feeling comfortable with writing about themselves, in preparation for writing their narratives;

2. identify important experiences that should be included in their narratives.

Procedure

Have students draw a line across a sheet of paper. One end of the line should be marked "birth" and the other end with their present age. An X should be placed along the line for each turning point in their lives, and their approximate age placed underneath each X. The students then write a story describing the turning points, how they occurred, how they felt at the time, and how they feel about them now.

Outcome

As a result of this exercise, students should feel more comfortable when writing their narratives and be able to identify - include their most significant life experiences.

Adapted from Simon, Sidney, Howe, Leland, and Kirschenbaum, Howard Values Clarification: A Handbook of Practical Strategies for Teacher and Students, New York: Hart Publishing Co., 1972, pp. 236-7.

MYTH WRITING EXERCISE

Purpose

To make writing about oneself a comfortable process in preparation for writing narratives.

Procedure

Students are instructed to "Write a Myth". Those who have trouble beginning the assignment are reminded that myths begin with phrases such as "Once upon a time..." They are then instructed to "just let the pencil do whatever happens". After about ten minutes of writing time, the myths are shared. It is usually discovered that the students have written significant information about themselves.

Outcome

As a result of this exercise, students feel more comfortable about their writing skills and identify significant information for their narratives.

TO THE STUDENT: Final Checklist

Now that you have completed the final writing of your contract and have organized your portfolio, you should check your contract against the following checklist to make sure it is indeed, ready for submission:

- The face sheet is completely filled out and signed;
- The narrative provides an adequate picture of "who I am";
- The Program Outline Sheet is arranged to provide, at a glance, the Program Goals, Student Statements, Learning Experiences, and Documentation;
- The Student Statements are concise, specific, and address your learnings;
- The documentation materials specifically address what you know and can do, rather than personality characteristics or qualities;
- The documentation materials address the question of <u>how well</u> you can do certain things;
- A separate page, listing your Learning Experiences, is provided;
- An Index to Documentation materials is provided and is correctly keyed to the materials in the portfolio;
- The Documentation is keyed to the Learning Experiences;
- The Signature Sheet for the Review Committee is included.

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 17 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES